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ABSTRACT

The annual Institute for School Administrators, founded on Maslow's hierarchy of needs and Knowles' theory of adult learning, was initiated in 1979 at the University of California, Berkeley. After identifying participants' needs, a panel of school administrators and university professors develop the annual program. The Institute's general goals are to provide (1) an opportunity for participants to acquire knowledge, understanding, and competence that will directly contribute to their leadership and administrative abilities; (2) an opportunity for participants to develop ideas and discuss experiences with their peers and colleagues; (3) a learning environment wherein participants may develop a sense of community; and (4) a personally enriching experience for participants that facilitates mutual respect. Included in this report are evaluation data for each Institute, summarized for 1979-83. These data indicate that the Institute is a valuable professional and personal educational experience for school administrators. Such activities, it is suggested, are an important function of university professional schools and departments of education. (Author/MCG)

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The Institute for School Administrators:
A Program for Professional and Personal Growth

Conceptualization and Assessment

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The University of California, Berkeley

December 1983

EA 017 095

ABSTRACT

The Institute for School Administrators: A Program for Professional and Personal Growth

Using Maslow's theory of motivation and Knowles' concepts regarding adult learning to undergird its conceptualization, the Annual Institute for School Administrators was implemented in 1979 at The University of California, Berkeley. Following a determination of needs, a panel of school administrators and university professors develop the annual program.

The general goals guiding the Institute are:

- . to provide an opportunity for participants to acquire knowledge, understanding, and competence in education-related areas that will have immediate utility in assisting them to perform their leadership and administrative roles;

- . to provide the opportunity for participants to interact with peers and colleagues using as focal points the knowledge generated through the Institute and personal experiences;
- . to provide a learning environment wherein participants may develop a sense of community; one which is conducive to personal growth and development;
- . to provide a personally enriching experience for participants which facilitates mutual respect.

Included in this report are systematically collected evaluation data for each Institute, summarized for 1979-1983. These data support the value of the Institute as a continuing professional and personal educational experience for school administrators. Such activities are an important function of university professional schools and departments of education.

The Institute for School Administrators: A Program for Professional
and Personal Growth

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The Institute for School Administrators:
A Program for Professional and Personal Growth

I. INTRODUCTION

No single pre-service preparation program can fully equip school site administrators with the array of finely-honed skills, in-depth knowledge, and understanding that are required in order to enable them to deal successfully with a multitude of challenges. The effective leader of today's schools must have demonstrable skills, knowledge, and understanding in areas such as the following; educational program development and evaluation; teacher and staff supervision and evaluation; student and staff motivation; communication; school-parent-community relations; programs for students with special needs, including the gifted, the low achieving, the limited or non-English speaking, and the physically handicapped; interpersonal and intergroup relations; collective bargaining and contract management; student, teacher, parent legal rights; student discipline; conflict management; goal formulation and maintenance; stress reduction; drug abuse; student ancillary services; budgeting and fiscal

management; politics of education and policy analysis; problem solving; and participatory decision making. It is unrealistic to assume that the one-to two-year pre-service preparation programs completed by most school administrators to satisfy state credential requirements provide the necessary breadth and depth in the foregoing areas. Pre-service programs can and, in many instances, do provide the foundation, knowledge, and understanding from which the skills that are needed for effective school and leadership management can be acquired.

Not infrequently, the aspiring school administrator, as well as those who are appointed to administrative entry level positions, acquire leadership and management skills only through trial and error. One consequence is that the school climate suffers. Poor school climate often promotes student rebellion and staff frustration.

Occasionally, an aspiring or newly-appointed administrator may be fortunate to be able to work with a skilled, effective senior administrator who takes the time to cultivate the newcomer's talents. Such apprenticeship is potentially quite valuable. Unfortunately, many of the most knowledgeable and effective site administrators are presented with other career options. Subsequently, many of them leave the school site, or the opportunity to work with them is restricted because of constraints on their time. Thus, alternative approaches to apprenticeship must be employed to ensure that newly-appointed

administrators acquire the myriad skills, range of knowledge, and understanding necessary for their effective school leadership and management. More experienced school site administrators also need continuing enhancement of their knowledge and understanding of educational issues, changing school practices, and the development of competence in these areas.

The necessity for professional growth programs for school administrators is well established. Much has been written about such programs under the interchangeable labels of "staff development" or "inservice programs." Not readily observable in the literature, in practice, the expressions for these equally important program categories should be distinguished.

Inservice programs are those designed to develop specific skills or abilities--for example, techniques for using the computer for budgeting. Staff development, on the other hand, refers to a broader programmatic effort within a school or region based on identifiable needs designed to improve educational practice or the learning environment.

Another category of professional growth programs for school administrators is the academy or institute. Programs in this category attempt to expand knowledge, increase understanding, develop competence, and stimulate dialog concerning emerging and ongoing education and education-related issues, trends, and practices. The Institute for School Administrators, the focus of this report, is an example fitting into this category.

II. REVIEW OF LITERATURE

The literature pertaining to developmental or growth programs for practicing school administrators is generally labeled "inservice." Although not as voluminous when compared to inservice programs for teachers, the literature about these programs can be placed in the following categories: (1) need for administrator inservice, (2) guidelines for programming (3) criticisms of programs, and (4) types of evaluation of administrator inservice. This review selectively presents representative examples of prevailing thought in these categories.

Need for administrator inservice

The consensus is that administrators should participate in inservice programs to enable them to stay abreast of changes in the field, increase knowledge and skills in leadership and management techniques, and enhance personal growth (Hass, 1957; AASA, 1963; Housam, 1966; Brainard, 1973; ERS, 1974; Burnes, et al., 1975; Miller, 1977; Olivero and Armistead, 1981; Dillon-Peterson, 1981; Burrello and Orbaugh, 1982; Huddle, 1982; Donaldson, Jr., 1982). Such participation is necessary in order

to enhance administrator effectiveness. Concerning the perceived correlation between administrator participation in inservice education and effectiveness, the AASA Commission on Inservice Education for School Administration, 1963 Report states:

Most students of public school administration would probably agree that administrators of the better school systems participate in more comprehensive, ambitious, and numerous inservice activities than administrators in less-favored districts . . . The conclusion seems inescapable that, when there is participation on the part of administrators in professional growth activities, there is quality in the educational program. If this conclusion is correct, certainly no greater good could be done for public education in general or for local school districts in particular than to broaden and increase the participation of administrators in a sound program of inservice education; and the most important single thing that a school district could do to improve its schools would be to permit or, if necessary, require its administrators to engage in well-planned programs of inservice education (pp. 33, 34).

The desirability of administrators' participation in well-designed inservice programs is generally not disputed. There is widespread agreement in the field that inservice or professional growth programs can provide opportunities for administrators to attain the "fine tuning" necessary to become more effective in their positions. Not surprisingly, there is less agreement concerning specific guidelines for such programs.

Guidelines for Administrator Inservice Programs

A number of writers have provided opinions regarding what inservice programs for administrators should include, basic assumptions to which such programs should adhere, and, in general, the purposes or objectives around which they should be organized. Although there is an occasional tendency to ground programmatic guidelines in research findings, the literature in this area is largely prescriptive.

The 1963 AASA Report argues that programs for administrators should be based on district needs, provide useful information, adapt research results to local problems and situations, and value the ideas of those who participate (p. 64). This report holds that:

. . . the basic purpose of a program of services to administration in a school district--if the program is soundly conceived and well designed--is to bring to the district, at strategic points, the additional measures of a leadership needed to keep the total school program moving forward and upward toward a higher level of accomplishment and more effective performance (p. 63).

In designing a two-year project for elementary school principals, Burnes, et al. (1975) formulated a series of training objectives based on an assessment of the needs of the principals and their schools. The training objectives and experiences desired were undergirded by the following principles of adult learning:

- . clarity of role expectations and needed competence;
- . developing an awareness of self;
- . gaining new knowledge, concepts, and techniques;
- . commitment to learning and growth;
- . experiencing and practicing new competencies.

Accordingly, Burnes, et al., propose that, as a result of their inservice program, principals should:

- . become more aware of themselves as educational leaders;
- . better develop and define goals, objectives, and strategies for their schools and for themselves;
- . be able to develop a program for assessment of staff, children, program, and self;
- . gain an understanding of how adults learn;
- . be able to conduct staff development programs;
- . better understand the learning and growth of children;
- . become more competent in curriculum and development;
- . be able to develop their schools as total learning environments;
- . become more competent in school management; and
- . become more effective with parents and the school community (p. 76).

Burnes, et al., further recommend that the training strategies used in administrator inservice programs should provide:

- (1) opportunities for experiential learning;

- (2) opportunities to observe other educational programs and models of educational leaders;
- (3) group analysis and problem-solving activities based on real life situations; and
- (4) opportunities for identification with a group of peers on an ongoing basis.

Barrilleaux embraced the view that inservice for school administrators should focus on developing the problem-solving capabilities of administrators through research-action experiences. In 1977, he established the "Middle-management Center" consisting of a resource team, a client system, and a program director. One of the findings to emerge from the evaluation of the Middle-Management Center experience was that research findings were not readily assimilated by school administrators. "The research-action concept is neither widely understood or consciously applied. This diagnostically-based approach to problems gains acceptance only after long-term modeling, success, and reflective activity" (p. 5). Barrilleaux indicates that within one year, however, most principals do accept the research-action mode.

"What is effective inservice education?" In answer, Miller (1977) quotes from a paper developed by the Wayne County Intermediate School District. Effective inservice education according to this school district must be:

- (1) cooperatively planned (involving those who are to be affected by the experience);
- (2) based on carefully and cooperatively conducted needs assessment;
- (3) focused on high intensity needs that are as central as possible (real versus peripheral instructional improvement needs of the group);
- (4) continuous (or at least having continuity) as opposed to "one shot" efforts;
- (5) activity oriented, and/or provide hands-on experience;
- (6) sensitive to, and provide for, individual needs and differences where possible;
- (7) evaluated on the basis of the changes engendered in the individual's work situation (school or classroom) and on the impact of these new behaviors on those with whom they work (faculty or students), (pp. 32-33).

Drawing upon her experiences as principal of a university elementary school and upon her work with principals, Hunter (1978) posits that successful principals must possess a set of action pattern skills. By inference, these skill areas should be the focus of pre- and in-service programs. As such, they include:

- (1) educational or instructional leadership;
- (2) decision making;
- (3) political adroitness;
- (4) adult and student leadership;
- (5) organization and management; and
- (6) dealing with stress

(Hunter, 1978, p. 11).

Olivero and Armistead (1981) visualize the potential of inservice programs by surmising that such programs should enable principals to anticipate changes and challenges in their jobs (p. 105). These writers maintain that inservice programs should have at least two goals: (1) benefits to students; and (2) increasing personal effectiveness, which should be blended into improving the effectiveness of the school (p. 104).

In a rather provocative opus, Wood, Thompson, and Russell (1981), present a set of assumptions to guide inservice programs for teachers. These assumptions also have implications for administrator staff development programs. They are:

1. All personnel in schools, to stay current and effective, need and should be involved in inservice throughout their careers.
2. Significant improvement in educational practice takes considerable time and is the result of systemic, long range development.
3. Inservice education should have an impact on the quality of the school program and focus on helping staff improve their abilities to perform their professional responsibilities.
4. Adult learners are motivated to risk learning new behaviors when they believe they have control over the learning situation and are free from threat of failure.

5. Educators vary widely in professional competence, readiness, and approaches to learning.

6. Professional growth requires personal and group commitment to new performance norms.

7. Organizational health, including factors such as social climate, trust, open communication, and peer support for change in practice influence the success of professional development programs.

8. The school, not the district or the individual, is the primary unit of change.

9. School districts have the primary responsibility for providing the resources and training necessary for a school staff to implement new programs and improve instruction.

10. The school principal is the gatekeeper for adoption and continued use of new practices and programs in a school.

11. Effective inservice programs must be based upon research, theory, and the best education practice (pp. 62-63).

Joyce and Showers' (1980) review of the literature on preservice and inservice training research led them to conclude that in order to assure success of inservice training in terms of participant satisfaction and subsequent use of newly acquired skills, these factors should be present:

(1) presentation of theory or description of skill or strategy;

(2) modeling or demonstration of skills or models of teaching;

(3) practice in simulated and classroom settings;

(4) structured and open-ended feedback (provision of information about performance);

(5) coaching for application (hands-on, in-classroom assistance) with the transfer of skills and strategies to the classroom (pp. 379-385).

These authors argue that "the most effective training activities . . . will be those that combine theory, modeling, practice, feedback, and coaching to application" (p. 376).

Furthermore, they predict that if those components are combined in inservice programs, favorable outcomes can be expected at all levels (p. 376).

Drawing upon an analysis of effective inservice practices in school districts and cooperatives in Maine, Colorado, and Indiana, the responses of teachers, parents, state and local developers, and teacher center directors from 54 states and territories, Burrello and Orbaugh provide six principles associated with effective inservice programs. They should be:

(1) designed so that programs are integrated into and supported by the organization within which they function.

(2) designed to result in collaborative programs.

(3) grounded in the needs of the participants.

(4) responsive to changing needs.

(5) accessible.

(6) evaluated over time and compatible with the underlying philosophy and approach of the district (pp. 385-386).

Although the foregoing concepts, assumptions, and prescriptive formulations vary, several themes recur:

- (1) Inservice programs should have a research or theoretical base;
- (2) They should be related to participant needs;
- (3) They should result from collaborative planning;
- (4) Inservice efforts should provide program continuity;
- (5) They should require all school staff to participate;
- (6) They should be assessed for effectiveness and modifications.

Criticisms

Generally speaking, the criticisms levied against in-service programs for administrators pertain to their conceptual inadequacies, training modalities, scheduling, frequency of occurrence, and accessibility. Cunningham (1980), for example, notes that approaches to staff development have: (1) not been linked fundamentally to personnel policy or to the needs of organizations; (2) seldom been based on comprehensive personnel professional needs assessments; (3) often been wasted in terms of resource utilization; (4) been unbalanced in favor of interests or needs that may be short lived or transitory; (5) ignored learning styles and preferences of adults; (6) been anchored too severely in traditional/conventional forms of instruction; (7) relied too heavily on group instruction rather than

individualization; and (8) been devoid of any theoretical underpinnings (p. 34).

Burrello and Orbaugh (1982), in a relevant and insightful analysis, discuss three problems of inservice education. First, on the conceptual philosophical level, programs tend not to be developmentally oriented, but rather have focused upon deficits in preservice training. A second area relates to procedural/ political problems which are reflective of a lack of collaborative planning. The third problem area is identified as substantive/ technical. Included in this area are programs that fail to accommodate relevant concepts regarding adult learning processes and are too narrowly focused (p. 386).

A rather sweeping indictment of inservice programs for school administrators in California is provided in Assembly Education Committee Task Force Report, The School Principal: Recommendations for Effective Leadership (1978), (also known as the Mangers Report). This report states that administrator professional development is often comprised of "singleshot" uncoordinated workshops and courses. Thus, training lacks continuity. Furthermore, professional development activities often occur outside the school day, away from the school site, and independent of individual administrator needs and school improvement goals (p. 33). The report also criticizes administrator inservice programs for lacking adequate support, for failing to engage in collaborative planning with those who are

to participate in the programs, for using the traditional lecture-consultant format exclusively, and for not providing incentives for principals to participate.

Finally, Wagstaff and McCollough (n.d.) make the poignant observation that the term "inservice education" is self-defeating and has unfortunate connotations. It conveys a sense of doing something to and for educators in order to correct deficiencies or to invoke compliance to regulations (p. 2).

Types of Administrator Inservice

Based on an extensive survey of school districts in which administrators participated in inservice activities, the Educational Research Service (1974) reports that the most popular types of programs were: conferences, seminars, visitations to other school districts, and training received through professional associations. Less popular types included simulation games, sensitivity training, skill development groups, retreats, group process, open-ended problem solving, achievement and motivation training, self-study, and university and college courses (pp. 23-24).

A 1963 AASA survey of inservice activities for school administrators in selected institutions of higher learning discussed the considerable variability in programs. Among the types of inservice programs noted in this survey were: extension classes, consultant services, regional study groups, advanced administrative institutes, practicums, seminars, and workshops.

A survey of institutions of higher education holding membership in the University Council for Educational Administration led Howsam (1966) to conclude that the bulk of inservice education came under the general category of conferences or seminars devoted to specific topics of current interest and extending over relatively brief periods of time (p. 16).

Inservice academies tend to be sponsored by state departments of education (Maryland, Georgia, Pennsylvania, North Carolina, South Carolina, Florida), county or intermediate units (Dade County, Florida; Wayne County, Michigan), or local school districts (Detroit, Denver, Baton Rouge, Los Angeles, Dallas, St. Louis, Washington, D.C.), (Cunningham, 1980, p. 40; NIE, 1982, pp. 5-36). Professional associations, (e.g., AASA) also have used the term "academy" in referring to inservice programs. Academy programs tend to focus on personal and professional growth based on individual need and, no doubt, incorporate the organizational patterns noted above.

Summary

The literature surveyed has been divided into the following categories: (1) need for administrator inservice; (2) guidelines for administrative inservice programs; (3) criticisms of inservice efforts; and (4) types of programs. Most of the literature on so-called inservice programs for school administrators contains

little solid research evidence and tends to be descriptive and prescriptive.

There is widespread consensus in the literature that administrators should participate in inservice programs. This consensus prescribes the following: such programs should have a research or theoretical base; be geared to the needs of participants; be designed through collaborative planning; provide for continuity rather than one-time workshops; and, be evaluated to determine effectiveness. Inservice programs have been criticized for failing to include these ingredients. In addition, the label "inservice" may have a negative, deficit meaning; by inference the label should be avoided. The majority of programs make use of lectures, seminars, conferences, and visitations. The use of simulations, problem-solving, and group process are less frequently used. It is against this background that the Institute for School Administrators is conceptualized.

III. THE INSTITUTE FOR SCHOOL ADMINISTRATORS: OVERVIEW

In the fall of 1978, a dialogue concerning the establishment of a professional growth program for school administrators began between selected San Francisco-Oakland Bay Area school superintendents, site administrators, and U.C. Berkeley faculty who were associated with the study of educational administration. Out of that dialogue came the unanimous view that such a program was highly desirable and would render a needed service. Thus, the Institute for School Administrators began. Planning was subsequently initiated for the first annual Institute which was held in June 1979. Five successful annual Institutes have been held since 1978. The fifth took place in June 1983.

Conceptual Framework

The conceptual framework which undergirds the Institute for School Administrators derives from Maslow's theory of motivation and Knowles' conceptualization of andragogy. Maslow's theory posits that individuals are motivated to satisfy higher level needs when lower level needs are sufficiently gratified. Needs exist in a hierarchy ranging from the most basic, physiological level, to self-actualization, the highest level. The adequate gratification of each lower level need frees the individual to seek to satisfy needs at the next highest level. Thus, the hierarchy of needs assumes a structure of relative

prepotency. According to Maslow, "gratification becomes as important a concept as deprivation in motivation theory, for it releases the organism from the domination of a relatively more physiological need permitting thereby the emergence of other more social goals" (1970, p. 38). The hierarchy of basic needs as theorized by Maslow (1970) is as follows:

Level I. The Physiological Needs (Low)

". . . hunger, sex, and thirst" (p. 36).

Level II. The Safety Needs

"Security, stability, dependency, protection, freedom from fear, from anxiety and chaos, need for structure, order, law, limits, strength in the protector, and so on . . ." (p. 39).

Level III. The Belongingness and Love Needs

". . . hunger for contact, for intimacy, for belongingness. . . the need to overcome . . . feelings of alienation, aloneness, strangeness, and loneliness . . ." (p. 44).

". . . hunger for affectionate relations with people in general, namely, for a place in (one's) group or family. . ." (p. 43).

Level IV. The Esteem Needs

". . . need or desire for a stable, firmly based, usually high evaluation of [oneself] for self-respect, or self-esteem, and for the esteem of others. These needs may, therefore, be classified into two subsidiary sets . . . first, the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence in the face of the world, and for independence and freedom. Secondly, . . . the desire for reputation or prestige (defining it as respect

or esteem from other people), status, fame and glory, dominance, recognition, attention, importance, dignity, or appreciation" (p. 45).

Level V. The need for Self-Actualization (High)

"... the desire to become more and more what one idiosyncratically is, to become everything that one is capable of becoming" (p. 46).

Maslow's theory of motivation is essentially one of self-fulfillment. Throughout their lives individuals seek to gratify needs while striving to become self-actualized or self-fulfilled, "to become actualized in what (one) is potentially" (Maslow, 1970, p. 46).

Resting on the conceptual pillar provided by Maslow, the Institute seeks to provide an environment in which the esteem needs of participants can be addressed. These needs include achievement, adequacy, competence, confidence, status, and recognition.

The second conceptual pillar upon which the Institute for School Administrators rests is provided by Knowles (1970). He argues that pedagogy, the art and science of teaching children, differs significantly from the art and science of helping adults learn which he calls andragogy (pp. 37-38). The basic assumptions of andragogy can be stated as follows: As people mature--

1. They move from being dependent personalities toward that of self-directing human beings.
2. They accumulate a growing reservoir of experiences that become resources for learning.

3. Their readiness to learn becomes oriented increasingly to the developmental tasks of social roles.

4. Their time perspectives change from that of postponed application of knowledge to immediacy of application, and accordingly, their orientations toward learning shift from that of subject-centeredness to that of problem-centeredness (Knowles, 1970, p. 39).

A series of implications spring from Knowles' assumptions that also have guided the organization and structure of the Institute for School Administrators. First, participants should be valued, their maturity respected, and their self-concepts enhanced. The view that participants are merely empty vessels into which knowledge should be poured is inaccurate and dysfunctional. Therefore, participants and session resource persons should be mutual inquirers. Participant needs may be determined through planning and used as starting points for learning. Likewise, participants should be helped to diagnose their own and others' personal competencies. The physical environment, of course, should be one which places all participants at ease.

Second, the experiences and knowledge of participants should be tapped or used. Moreover, participants should be given opportunities to consider the practical application of newly acquired information and to test old assumptions. Third, because of differing social and professional roles, flexibility in groupings of participants and

variability in pacing of learning activities also are necessary requirements. Fourth, the organization of learning should stem from problem areas rather than subject areas.

Based on the theories of Maslow and Knowles, the following general principles guide the Institute for School Administrators and shape its specific goals:

1. Administrators desire to expand their knowledge and understanding of school-related phenomena and to become more competent in the performance of their roles. The fulfillment of these desires lead to the gratification of esteem needs and ultimately to self-actualization.

2. Administrators, as adult learners, should be provided learning experiences which take into consideration their experiences, personal and professional needs, differing social and professional roles, and which also engender a sense of respect, status, and community.

3. The desire for personal and professional growth should be intrinsically motivated.

Given these principles, the goals and objectives of the Institute for School Administrators are as follows:

Goals: 1. To provide an opportunity for participants to acquire knowledge, understanding, and competence in educational and education related areas that will have immediate utility in assisting them to perform their leadership and administrative roles.

2. To provide the opportunity for participants to interact with peers and colleagues using as focal points the knowledge generated through the Institute and personal experience.
3. To provide a learning environment wherein participants may develop a sense of community; one which is conducive to personal growth and development.
4. To provide a personally enriching growth experience for participants which facilitates mutual respect.

Objectives: The objectives held for the Institute have been modified over time to more sharply reflect the goals of the Institute and the needs of participants. They are dynamic and changing rather than rigid and static. Their relationship to Institute goals is shown in Table 1.

Objective 1: To provide a professional and personal growth program for school administrators. Importantly, the Institute is characterized as a program for professional and personal growth. Thus, the negative stigma associated with the name "inservice" as noted by Wagstaff and McCollough (n.d.) is eliminated. The appellation "program for growth" more accurately portrays the learning experience as one which recognizes the prior preparation of participants. Implicit in this title is the desire to enhance participant growth and development.

The designation of the Institute as a program for professional and personal growth also imparts a sense of status and prestige.

As a program for growth, the Institute is designed to stimulate thinking about pertinent new research findings and to develop competence in using effective school practices. It also is structured to reinforce past ideas, techniques and practices; expand knowledge and understanding about trends affecting public education; and generate ideas to be examined and tested in the educational setting. It is a program which provides food for thought and reflection, refreshes the intellectual spirit, and provides stimulation for self-assessment and change. Administrators must become aware of the many changes occurring in education and the rapidly expanding educational knowledge base. Such information must be internalized and examined for its usefulness in the schools and for professional and personal growth and development.

Objective 2: To maintain program integrity, internal consistency and logical developmental sequence. Programs for the preparation of school leaders should be structurally integrated. Conceptually, such programs may be viewed as occurring within a three- or four-tiered structure in institutions of higher education. At Berkeley, for example, the structural model of programs in Educational Administration is as follows:

Level/Tier I---Administrative Services
Credential Program

Level/Tier II--Masters Program in
Educational Administration

Level/Tier III-Doctoral Programs in
Educational Administration

Level/Tier IV--The Institute for School Admin-
istrators: A Program for
Professional and Personal Growth

Participation in the first three levels or tiers in this model assumes, of course, that one has been admitted for graduate study at the University. In this scheme it is important to note that the knowledge base for each of the first three tiers is subsumed in the next highest level. That is, Tier I becomes the building block for Tier II which, in turn, becomes the building block for Tier III. Thus, Administration programs at Berkeley maintain program integrity, consistency, and developmental sequence. Tier IV of the model permits reaching a broader audience by providing a program for professional and personal growth for any school administrator desirous of such an experience. Obviously, one need not complete the second and third tiers of the above model before participating in the activity associated with the fourth tier. The four-tier structure illustrates a concept of integration and institutional involvement and commitment to a program of professional and personal growth for practicing school administrators.

Objective 3: To remove unnecessary divisions based on school level. The use of elementary and secondary administrative designations provide false distinctions in many areas. Theories, concepts and principles of leadership, organizations, decision making, communication, finance and budgeting, politics of education, and the like are fundamentally the same whether one chooses to be an

administrator of an elementary or secondary school or a post-secondary institution. Problems relative to size and scope, curriculum, and student maturity and behavior, however, are unique to school level and should be examined within those levels. Nevertheless, the fundamental knowledge base for educational leaders remains relatively constant for all levels. Thus, the Institute is designed as a program for educational leaders independent of school level. To date, however, the focus has been on educational leaders concerned with and working within K-12 school systems.

Objective 4: To assess participant needs through the advisory board. The needs of potential participants should be assessed through the use of the Institute Advisory Board. Because the Institute serves a diverse population with reference to administrative position, school level, and geographical location, and because participants are self-selected, a needs assessment for each potential participant is not practical. In order to assess the personal and professional needs of potential participants, use is made of an advisory board comprised of knowledgeable and sensitive superintendents, site administrators, state and county offices of education staff, and university faculty. The advisory board thus provides an effective means of identifying the focus and content of each institute. (This point is elaborated in objective six which pertains to collaborative planning.)

Objective 5: To structure Institute so that participants are self-selected and participate because of intrinsic motivation. Participants choose to attend the Institute because of intrinsic needs, as opposed to extrinsic motivation, e.g., the ability to earn academic credit or to meet certification or recertification requirements. Consequently, the Institute offers no academic units or credits to meet professional requirements.

Objective 6: To ensure collaborative planning. Policy and programmatic decisions concerning the Institute result from collaborative planning. Such planning takes place through a broad-based, talented, and committed advisory board. This group consists of 32 members who are located geographically within a radius of 100 miles from the Berkeley campus and who are distributed professionally as follows: Berkeley faculty, 8; superintendents, 12; principals and vice principals, 8; other school district, county and state department of education administrators, 4.

Members of the board serve voluntarily and participate as equals. New members are recommended and confirmed by board vote as vacancies arise. The board is chaired by the director of the Institute who is a Berkeley faculty member in Educational Administration. The entire board meets four times each academic year. Standing committees of the board--program, finance, hospitality and registration, publicity, evaluation--meet at additional times as necessary and make appropriate recommendations to the board.

Each year, through a process of needs identification and priority rating, the board develops a list of specific areas to be addressed by the Institute in that year. These areas are tied together by an overall theme to which the board agrees. Institute themes in previous years have been as follows:

Summer 1979--Beyond Survival: Leadership Renewal for the 1980s

Summer 1980--Life in the Fast Lane: Leadership in the 1980s

Summer 1981--Are you Strong Enough To Be a Leader? Meeting Today's Challenges

Summer 1982--Instructional Leadership: The Time Is Now

Summer 1983--Education: Many Futures, Many Voices

Each board member, reflecting a specific geographical area, has an equal voice in shaping each year's program. Thus, collaborative planning is a reality. Participatory decision making is genuine and active. Decisions are based upon consensus. Although standing committees concentrate on specific aspects of the Institute and do much of the logistical planning, no policy or program action is taken without board concurrence.

Objective 7: To provide a conducive physical and psychological environment for learning. The Institute should take place in an environment both physically and psychologically conducive to learning. The Institute is held in one of the most beautiful areas of the Berkeley campus. The setting lends itself to thought and reflection. Because of limited space the Institute has been able to accommodate a maximum of 100 participants.

This number permits effective group interaction and is one which we did not strive for until the fourth year of the Institute's existence.

Objective 8: To provide program and human resources of the highest quality. The Institute should provide human resources and programs of the highest quality. Through collaborative planning and needs identification, the Institute has focused each year on topics of importance and of interest to participants. Thus, one indispensable requirement for the effectiveness of the Institute has been taken into account. Another is the careful selection of presenters who stimulate thinking and who are able to integrate the experiences and backgrounds of the participants within the Institute format.

Presenters for the institute are recommended by the advisory board. They represent researchers in universities and private agencies; public school supervisory and administrative staff; county and state department of education administrators and consultants; professional associations staff; managers in business and private industry. Presenters are characterized further by their multidisciplinary bent and diverse professional fields. Over the past five years, presenters for the Institute have been drawn from academic disciplines and professional fields such as: education, law, political science, sociology, psychology, business administration, management, engineering, English composition, medicine, health education, social welfare, and journalism.

The annual program presentations are planned so that theory, research, and practice are equally distributed within sessions. Additionally, through the judicious use of small- and large-group sessions, sufficient variety is provided to keep the pace of sessions comfortable and to minimize fatigue. Throughout the one-week institute, sessions are conducted from 9:00 a.m. to 3:00 or 4:00 p.m. daily.

Objective 9: To evaluate Institute for modification and determination of effectiveness. A systematic evaluation of each Institute determines program effectiveness and provides information for planning future institutes. Questionnaires ascertain participant reaction to program content, individual sessions, presenters, physical arrangements and amenities, personal benefits derived, usefulness of the learning experiences, and whether personal and Institute goals have been met. Informal observations of sessions also provide valuable assessment information. Small group discussions, using a meeting facilitator and recorder, provide additional evaluation data. Other informal data concerning the effectiveness of the Institute are both solicited from and volunteered by participants. Because of the non-threatening, open climate of the Institute, participants have not been hesitant to provide the feedback necessary for program modification and improvement.

Objective 10: To keep cost as reasonable as possible and Institute self-sustaining. The Institute is maintained as a self-sustaining activity keeping costs to participants reasonable. Participants pay a relatively small fee which includes

attendance at all sessions, handouts, refreshments, an opening luncheon, and a closing luncheon. The fee also is used to reimburse presenters for travel expenses and to provide them with honoraria, pay for the rental of the Institute facilities, and to cover the cost of publicity, including the cost of mailing program announcements.

To cover the foregoing elements of the week-long Institute, participant fees have ranged from \$50 to \$150. In 1982, the Institute board agreed that there should be a reduced group rate for participants from the same school district. At the 1983 Institute, the fee was \$125 for each participant in groups of four or more from the same district, and \$150 for individual non-group participants. In some instances, school districts pay the fees of administrators from their districts.

Objective 11: To ensure program accessibility and facilitative scheduling. The Institute is organized as a non-residential program to help meet this objective. Although participants must drive or use public transportation in order to get to the Institute each day (some come from distances as far away as 100 miles), housing costs are eliminated.

Closely related to the consideration of accessibility is the question of scheduling. The Institute is usually planned for the week following the closing of most public school districts in the San Francisco-Berkeley-Bay Area. This scheduling has decided advantages. Participants are able to relate selected

immediate experiences of the school site to the content of the sessions. There is adequate time for participants to think about the knowledge and competence gained at the Institute before the next school year and to consider plans to implement new programs at their schools. A possible disadvantage of the Institute schedule is that many administrators may be anxious to begin a vacation immediately following the end of their school year, or they simply may be "too spent" to participate in an activity such as an Institute.

Objective 12: To provide a certificate of recognition for participation. A certificate of recognition is provided each participant in the Institute. These certificates, which are suitable for framing, are signed by the Institute director and Dean of the Berkeley School of Education. They are presented individually at the closing luncheon and serve to acknowledge each individual for his or her participation.

The overall conceptualization of the Institute in summary form is displayed in Table 1.

TABLE 1

Conceptualization of the Institute for School Administrators

<u>Conceptual Base</u>	<u>Implications of Conceptual Base</u>	<u>Operational Principles of Institute</u>
A. Maslow - Theory of Motivation. . Self-Esteem Needs . Self-Actualizing Needs. B. Knowles - Concepts Relative to Adult Learning, "Andragogy." . Self-concept; from dependency to independence. . Experience becomes a resource for learning. . Readiness to learn oriented to developmental task of social roles . Learning should be problem-centered rather than subject centered. . Learning should have immediate application.	. Create an environment for the enhancement of feelings of adequacy, competence, confidence, status, recognition, and achievement. . Ensure that individuals are respected and valued. . Develop mutual inquiry modality. . Use experiences of participants. . Arrange for flexibility in grouping and pacing of learning. . Ensure that the physical and psychological environment places participants at ease. . Assess participant needs. . Provide opportunity for participants to diagnose personal competencies. . Provide learning experiences that have immediate application.	. School administrators desire to expand their knowledge and understanding of school-related phenomena and to become more competent in the performances of their roles. . Effective learning experiences for school administrators considers participant experiences, personal and professional needs, differing social and professional roles, and engenders a sense of respect, status, and community.

TABLE 1 (cont'd.)

Institute Goals

1. To provide an opportunity for participants to acquire knowledge, understanding, and competence in educational and education related areas that will have immediate utility in assisting them to perform their leadership and administrative roles.
2. To provide the opportunity for participants to interact with peers and colleagues using as focal points the knowledge generated through the Institute and personal experiences.
3. To provide a learning environment wherein participants may develop a sense of community; one which is conducive to personal growth and development.
4. To provide a personally enriching growth experience for participants which facilitates mutual respect.

Institute Objectives Keyed to Goals

1. To provide a professional and personal growth program for school administrators that will:
 - a) Stimulate thinking about pertinent new research findings and develop competence in using effective school practices;
 - b) Reinforce useful past ideas, techniques and practices;
 - c) Expand one's knowledge and understanding about trends affecting public education and generate ideas to be examined and tested in the educational setting;
 - d) Provide stimulation for self-assessment and change, personal growth and development.
 (Goals: 1,2,3)
2. To maintain program integrity, internal consistency and logical developmental sequence.
 (Goals: 1,3)
3. To remove unnecessary divisions based on school level.
 (Goals: 3,4)
4. To assess participant needs through the advisory board.
 (Goals: 1,3)
5. To structure Institute so that participants are self-selected and participate because of intrinsic motivation.
 (Goal: 4)
6. To ensure collaborative planning.
 (Goal: 1)
7. To provide a conducive physical and psychological environment for learning.
 (Goals: 3,4)
8. To provide program and human resources of the highest quality.
 (Goals: 1,3)
9. To evaluate Institute for modification and determination of effectiveness.
 (Goals: 1,2,3,4)
10. To keep cost as reasonable as possible and Institute self-sustaining.
 (Goal: 1)
11. To ensure program accessibility and facilitative scheduling.
 (Goals: 1,3,4)
12. To provide a certificate of recognition for participation
 (Goal: 4)

IV. EFFECTIVENESS OF THE INSTITUTE: 1979-83

In this section, data regarding the effectiveness of the Institute in meeting its goals and objectives are summarized. Data reported were collected primarily by anonymous questionnaires completed voluntarily by participants for each year of the Institute. Most of the questionnaire items remained constant during the period under review. Some items, however, were eliminated or added in various years to examine selected programmatic variables from different perspectives and to provide more sharply focused questions. Data are reported in the aggregate and are enriched by verbatim participant comments where appropriate.

Evaluation Strategy

A systematic evaluation of the Institute is conducted each year. Data are collected about each session and the overall Institute experience. Generally, the questionnaires (see examples, Appendix C) contain questions pertaining to:

A. The Institute as a whole:

1. Rating the sessions in terms of their usefulness (5-point scale)
2. Feelings regarding achievement of personal goals for the Institute (5-point scale)
3. Rating the Institute overall (5-point scale)

4. Success of the Institute in achieving its stated goals (5-point scale)
5. Topics most interesting (open-ended)
6. Topics least interesting (open-ended)
7. Sessions most useful and practical for job (open-ended)
8. Other sessions like to see included (open-ended)
9. Ways that the Berkeley School of Education could be of further assistance (open-ended)
10. Ways to improve the Institute (open-ended)
11. General comments (open-ended)

B. Individual sessions:

1. Rating of session (5-point scale)
2. Would recommend session to others? (yes, no)
3. What participants learned in session (open-ended)
4. What participants liked about session (open-ended)
5. How session could have been improved (open-ended)

Participants complete questionnaires on a voluntary basis and provide unsolicited verbal comments either to the Institute Director or to members of the Institute Advisory Board.

An average of 54 percent of participants in each of the years 1979-1981 completed written questionnaires regarding Institute effectiveness. To enrich the data in 1982, a supplemental evaluation was accomplished through small group discussions using a meeting facilitator and a meeting recorder. All participants were involved in these discussions. Whereas this evaluation strategy proved to be useful to evaluators, several participants felt that such discussions were unnecessary because written questionnaires also had been completed.

In 1983, small group discussions were eliminated and again, written questionnaires were used exclusively. Fifty-eight percent of the participants, on the average, completed 1983 Institute questionnaires.

Goals and Objectives of Institute

For the first three years of the Institute (1979-1981), participants were asked to what extent the goals and objectives of the Institute had been met. This question was not included in the 1982 participant survey. In 1982, and 1983, it was decided to address the question of goals by assessing the extent to which objectives were met.

The majority of participants responding to the questionnaires in 1979 and 1980 felt that the goals of the Institute were well met (see Table 2). The majority of 1982 participants reported that Institute goals were met either "very well" or "moderately well." In 1982, inferences of goal accomplishment were drawn from small group discussions which revealed great satisfaction with the Institute (see Appendix B). The great majority of 1983 participants rated each Institute objective either "5" (high) or "4" on a five-point scale (see Table 3). Thus, indications from responding participants reveal that goals and objectives of the Institute were being satisfactorily met.

TABLE 2
Were Institute Goals Met

Goals	1979						1980						1981					
	Successful					Total*	Successful					Total*	Successful					Total*
	Extremely (5)	Very (4)	Moderately (3)	Slightly (2)	Not at All (1)	N	5	4	3	2	1	N	5	4	3	2	1	N
Participants will acquire skills that will assist them in leadership roles	4 (11%)	15 (39%)	13 (34%)	5 (13%)	1 (3%)	38 (58%)	5 (42%)	4 (33%)	2 (17%)	1 (8%)	0	12 (39%)	5 (9%)	17 (30%)	21 (38%)	9 (16%)	4 (7%)	56 (65%)
Participants will have an opportunity to discuss their individual concerns with peers	11 (28%)	17 (44%)	9 (23%)	2 (5%)	0	39 (58%)	1 (8%)	4 (33%)	5 (42%)	2 (17%)	0	12 (39%)	2 (4%)	8 (14%)	24 (43%)	17 (30%)	5 (9%)	56 (65%)
Participants will develop a sense of community among Administrators who attend the Institute	7 (17%)	15 (38%)	17 (42%)	1 (3%)	0	40 (60%)	1 (8%)	5 (42%)	3 (25%)	2 (17%)	1 (8%)	12 (39%)	2 (4%)	13 (23%)	22 (39%)	11 (20%)	8 (14%)	56 (65%)
Participants will feel good about their participation	7 (18%)	24 (63%)	6 (16%)	1 (3%)	0	38 (58%)	2 (17%)	8 (67%)	2 (17%)	0	1 (8%)	13 (42%)	5 (9.2)	17 (31.4)	25 (46.2)	6 (11.1)	1 (1.8)	54 (63%)
Total No. participants						1979 = 67 (100%)						1980 = 31 (100%)						1981 = 86 (100%)

Percentages in rows may not add to 100% because of rounding.

* Participants responding to questionnaires.

TABLE 3

Institute Objectives Met, 1983

Question No.	Objectives	Successfulness											
		Extremely (5)		Vary (4)		Moderately (3)		Slightly (2)		Not at all (1)		Total Responses	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Transferable knowledge	17	37	23	50	6	13	0		0		46	58
2.	Exchange of knowledge	16	35	19	41	8	17	3	7	0		46	58
3.	Sense of community	17	37	18	39	10	22	1	2	0		46	58
4.	Personal growth	27	59	16	35	3	7	0		0		46	58
5.	Develop respect	13	29	26	58	6	13	0		0		45	56
6.	Choose own sections	19	41	15	33	10	22	2	4	0		46	58
7.	Growth experiences	28	63	15	33	3	7	0		0		46	58
8.	Research findings	29	63	14	30	1	2	2	4	0		46	58
9.	Knowledge of trends	32	70	13	28	1	2	0		0		46	58
10.	Generate ideas	13	28	27	59	5	11	1	2	0		46	58
11.	Self-assessment	17	37	20	43	9	20	0		0		46	58
12.	Logical development	14	32	22	45	8	18	2	5	0		44	54
13.	Remove school division	17	38	18	40	9	20	1	2	0		45	56
14.	Supportive environment	18	40	23	51	3	7	1	2	0		45	56
15.	Highest quality	22	48	19	41	5	11	0		0		46	58
16.	Reasonable cost	28	61	17	37	1	2	0		0		46	58

Total 1983 participants

= 81 (100%)

In assessing Institute effectiveness, participants were asked to rate the usefulness of the Institute sessions and to indicate: (1) sessions that were most useful and practical, and (2) whether or not their own personal and professional objectives were met. Institute effectiveness criteria included:

- (1) stimulating thinking about pertinent new research findings;
- (2) developing competence in using effective school practices;
- (3) reinforcing past ideas, techniques and practices;
- (4) expanding one's knowledge about trends affecting public education;
- (5) generating ideas to be examined and tested in the educational setting.

In 1979 and 1980, Institute respondents were in strong agreement that all sessions, including major addresses, large, small group and open sessions, were either extremely useful or quite useful (see Table 4). In 1981, the major address, as rated by 49 of the 86 participants, averaged 3.1 on a 5 point scale (1 = low, 5 = high), in regard to usefulness. Large group session usefulness, as reported by 44 participants, ranged from 2.5 to 4.6, with an average score of 3.6 for the seven sessions. Each small group session as indicated by an average number of 26 responses ranged from 2.0 to 4.2 with a 3.1 average score for each session.

TABLE 4
Usefulness of Sessions

1979	USEFULNESS					Total Response	Total Partici- pants
	Extremely	Quite	Moderately	Slightly	NOT		
Major Addresses	9 (26%)	18 (51%)	5 (14%)	3 (9%)	0	35 (52%)	67 (100%)
Large Group Sessions	11 (30%)	22 (59%)	4 (11%)	0	0	37 (55%)	
Small Group Sessions	6 (16%)	26 (68%)	5 (13%)	1 (3%)	0	38 (57%)	
Open Session	14 (47%)	10 (33%)	3 (10%)	1 (3%)	2 (7%)	30 (45%)	
1980							
Major Address	5 (42%)	4 (33%)	3 (25%)	0	0	12 (39%)	31 (100%)
Large Group Sessions	7 (58%)	3 (25%)	1 (8%)	1 (8%)	0	11 (35%)	
Small Group Sessions	2 (17%)	7 (58%)	2 (17%)	1 (8%)	0	12 (39%)	

Facilitated discussions were conducted in 1982 with each of three subgroups of the total 106 participants to determine program usefulness. These discussions revealed that all sessions were regarded as being useful (see Appendix B). Views expressed verbally by participants were corroborated by questionnaire data. Responses from the eight large group sessions, reported by an average number of 70 participants for each session (response range, 55 to 90), had an average score of 4.0 on a 5-point scale (5 high). For small group or concurrent sessions, an average number of 23 participants responded for each of the 11 sessions (response range, 10 to 46) and gave each session an average rating of 4.1 on a 5-point scale.

Participants attending the 1979 to 1982 Institutes also were asked to indicate which sessions were most useful and practical for them. Session topics reported by at least four participants for each Institute on this dimension are displayed in Table 5. The primary areas responding participants felt were most useful and practical pertain to instructional leadership, classroom management, dealing with problem employees, providing services for students with special needs, and working with parents and the public.

Closely related to participant perceptions of Institute sessions that were most useful and practical were those they felt were most or least interesting. Throughout the life of the Institute, the majority of participants reported that a

TABLE 5

Sessions Most Useful and Practical For Job

Session (4 or more responses)	1979	1980	1981	1982
. Instructional Evaluation	N=10			
. Instructional Supervision	N= 8			
. Conflict Management: Improving the Human Environment of Schools	N=11			
. What's Right in Public Education	N= 6			
. Law	N= 8			
. Finance	N= 6			
. Team Learning	N= 5			
. Managing Meetings		N= 6		
. Job Alike Problem Solving		N= 5		
. A Process for Clarifying and Resolving Classroom Management Problems			N=16	
. Parent & Citizen School Involvement Are there limits? Who decides?			N=11	
. Computers as a Motivational Learning tool			N= 9	
. Techniques for motivating underrep- resented groups to pursue courses in Science, Math, and Engineering			N= 7	
. What we must do to save our public schools			N= 5	
. Federal deregulation: How much? How soon? How good?			N= 4	
. Schools and the Media			N= 4	
. Progressive Assistance for Problem Employees				N=15
. The use of Power in Organizations				N=14
. Current Research and Practical Impli- cations for the Instructional Manager				N=10
. If 60 Minutes calls tell them I'm ready				N= 7
. Gifted Students: Integrated Approach to Learning				N= 7
. The Ingredients of Instructional Leadership				N= 8
. Situational Leadership: A Practical Way of Influencing others				N= 6
. Low Achievers: Activating Potential				N= 6
. Identifying your leadership style				N= 5

considerable number of the topics met their criteria for being most interesting. Topics that were considered to be most interesting for each Institute year, as reported by four or more participants, are listed in Table 6. Topics considered by four or more participants to be least interesting for each Institute year are listed in Table 7.

TABLE 6

TOPICS	Most Interesting Topics			
	1979	1980	1981	1982
. Program Evaluation	N=17			
. Clinical Supervision	N=16			
. Legal Developments	N=20			
. School Finance	N=15			
. Improving School Climate	N= 6			
. Helping Teachers - what works		N= 6		
. Meeting Facilitation		N= 4		
. Participatory Decion-Making		N= 4		
. Temperament and Leadership		N= 4		
. Approaches to Curriculum Development		N= 4		
. What we Must do to Save Public Schools			N= 4	
. Federal Deregulation: How Much: How Soon? How Good?			N=11	
. Schools and the Media			N=11	
. Parent and Citizen School Implement: Are there Limits? Who decides?			N=14	
. Computers as a Motivational Learning Tool			N=15	
. More Math EQUALS More Options			N= 6	
. Motivating underrepresented Groups to Pursue Courses in Math, Science, Engineering			N=11	
. A Process for Clarifying and Reading Classroom Management Problems			N=22	
. The Ingredients of Instructional Leadership				N=90
. Current Research and Practical Implications for the Instructional Manager				N=80
. The Uses of Power in Organizations: Lessons for the School Leader				N=82
. If "60 Minutes" Calls Tell Them I'm Ready				N=58
. A Curriculum Delivery Process				N=18
. Gifted Students: Integrated Approach to Learning				N=22
. Identifying Your Leadership Style				N=46

TABLE 6 (contd.)

TOPICS	1979	1980	1981	1982	1983
. Write On! Writing Skills for Administrators				N=32	
. Progressive Assistance for Problem Employees				N=22	
. Providing for ALL Students: Programs That Work				N=70	
. Low Achievers: Activity Potential				N=22	
. Snapshot Clinical Supervision				N=10	
. Everyone Loves "Basics," But What Are They					N=23
. What's Wrong With America's Schools?					N=27
. How to Invent Problems					N=26
. Substance Abuse Problems and Programs					N=15
. Identifying Early Indicators of Conflict in Schools					N=13
. What Every School Administrator Should Know About Curriculum					N=16
. Arts in Education: Looking at the Total Learning Experience					N=14
. Coping With Personal Stress and Enhancing Interpersonal Relations					N=16
. Improving Student Performance in California Schools					N=10

TABLE 7
Least Interesting Topics

TOPICS	1979	1980	1981	1982	1983
. Special Education	N=7				
. Program Development	N=6				
. Developing IEP'S (Individual Education Plans)	N=5	(None)			
. Communicating through your Wardrobe			N=22		
. Cross Cultural Understanding; Working with the Vietnamese			N=13		
. New legislation and its implications for special education			N= 7		
. Proposition 13, Children's Services in California			N= 7	(None)	(None)

What is not readily discernible in these Tables (6 and 7) of most and least interesting topics is whether the participant response was based on the topic area or the individual presenting the session. Formal data collection procedures did not separate these aspects.

Given the range of topics presented at each Institute (see Appendix A for copies of Institute Programs 1979-1983), the relatively few topics that were considered "least interesting" by participants is indicative of the overall quality of the program and the presenters. Written comments of participants reveal that the programs and the presenters have been generally considered outstanding.

Personal Goals of Participants

A determination of whether the personal goals of participants were met was of additional evaluation concern. In this regard, data were collected for the first three years of the Institute, 1979-81, and in 1983. As displayed in Table 8, the majority of respondents indicated their personal goals had been met either completely or partially. The percentage of respondents reporting that personal goals had not been met was negligible.

TABLE 8
 "Were Participant Goals Met?"

Year	Completely	Somewhat	No	Total Responses	Total No. Participants
1979	25 (64%)	13 (33%)	1 (3%)	39 (58%)	67 (100%)
1980	5 (38%)	7 (54%)	1 (8%)	13 (42%)	31 (100%)
1981	13 (28%)	31 (67%)	2 (4%)	46 (53%)	86 (100%)
1983	29 (63%)	17 (37%)	0	46 (58%)	81 (100%)

Specific personal goals that emerged as indicated by four or more participants between 1979-1982 were as follows:

- . To meet other administrators. To counteract in-district parochialism. N = 11
- . To renew enthusiasm. To be personally and professionally stimulated. N = 12
- . To learn of changing roles in education. To expand knowledge. N = 50
- . To help clarify goals for coming year. N = 4

- . To hear how others are coping with challenges. (To learn about what's going on in other school districts.) N = 4
- . To learn techniques and strategies for improving school climate. N = 8
- . To learn ways of working with teachers to improve student motivation for learning. N = 5
- . To acquire knowledge of how to improve and stimulate the "marginal" teacher. N = 10

Personal goals emerging among four or more participants in 1983 were:

- . To expand understanding of current issues and trends. N = 18
- . To expand knowledge - personal growth, current research N = 15
- . To become inspired - revitalized N = 13
- . To enhance professional networking - sharing with colleagues N = 12
- . To enhance management skills N = 6

TABLE 9
Overall Rating of Institute

Year	RATING										Total No.		Total No.	
											Responses		Responses	
	Excellent		Good		Average		Fair		Poor					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1979	16	41*	20	57	3	8	0		0		39	58	67	100
1980	7	54	5	38	0		0		1	8	13	43	30	100
1981	6	12	24	48	14	28	5	10	1	2	50	58	86	100

* Percentages in response categories are based on responses rather than total number of participants.

TABLE 9
(contd.)

Overall Rating of Institute

Year		RATING										Total No. Responses		Total No. Responses	
		Excellent		Good		Average		Fair		Poor		No.	%	No.	%
1982	Site	45	75	9	15	6	10	0		0		60	57	106	100
	Institute Rooms	13	23	27	48	13	23	3	5	0		56	53		
	Pre-Registration/ Information	24	44	23	42	7	13	1	2	0		55	52		
	On-Site Registra- tion/Information	33	59	20	36	3	5	0		0		56	53		
	Meals	13	23	20	36	19	34	4	7	0		56	53		
1983	Site	26	57	18	39			2	4	0		46			
	Institute Rooms	19	41	27	59			0		0		46			
	Pre-Registration/ Information	28	64	11	25			5	11			44			
	On-Site Registra- tion/Information	26	58	17	38			2	4			45			
	Meals	18	42	15	35			10	23			43			
	Hospitality	32	70	13	28			1	2			46			

It is particularly encouraging to note that the primary personal goal of the participants, to expand their knowledge about current trends, research, and changing roles in education is congruent with a major objective of the Institute.

Overall Institute Effectiveness

In general, the overwhelming majority of participants responding to the annual questionnaires rated the Institute as either "excellent" or "good" (see Table 9). In 1982 and 1983, participants also rated environmental categories which included the site, rooms, pre- and on-site registration, and meals, as well as specific questions on each of the Institute sessions. On these dimensions, most 1982 and 1983 respondents rated the site, rooms, pre- and on-site registration and information as "excellent" or "good." Participant rating of the meals (the Institute includes an opening and closing luncheon) showed more variability. Most respondents thought the food was good, average, or fair. In 1983, participants were asked to comment on Institute hospitality. A majority of respondents rated this dimension as "excellent."

General positive comments regarding the Institute have been quite encouraging. By year, they include the following:

1972

"This has been one of the best sessions of this kind I have ever attended. It was very well planned and executed."

" . . . I commend you and those people who helped to make real this brave, new idea. Please don't eliminate us first timers from future Institutes. I plan to be back next year, with several colleagues in tow."

"Lately I have been in a professional 'rut' and this Institute has helped to inspire me to improve my situation. I will carry back with me many things I have been exposed to this week. Look forward to next year."

"This was probably the most valuable institute or workshop I have attended in my more than 30 years of experience. A lot of work apparently went into the planning and organization of it."

"Congratulations on taking the first step in providing a much needed opportunity for school administrators."

1980

" . . . Excellent program--should be continued."

"It (the Institute) has rejuvenated me professionally-- I see hope."

"What's the possibility of (having) the Institute proceedings published?"

"The Institute was very well planned, and I enjoyed it very much. It will be very helpful to me."

1981

"I feel that the Institute helped me focus upon the major challenges of administration. I am delighted to have had the opportunity to participate."

"Very well done and worthwhile--a lot of thought-provoking sessions."

"Keep it up--looking forward to next year."

"I would like to see the Institute provide an opportunity for constructive dialogue between private and public educators. We each possess somewhat myopic viewpoints which can be broadened by contact and dialogue on educational concerns and strategies. I personally gained a respect for the issues formed by public schools today--I am sorry that more of my colleagues from the private sector were not part of this valuable learning experience."

1982

"Great organization--very good job. Thank you."

"Continue including presenters who provide thought-provoking/conceptual ideas."

"The Institute provided the reinforcement of personal ideas or practices or ideals-- 'Cutting edge' of information."

". . . Beautiful balance of research and the practical."

"Gave me a look at myself, how I do things and how I might change."

"High caliber, wide variety, useful information."

"Excellent, one of the best conferences around."

"The high quality of presenters is fantastic."

"Diversity of topics covered"

"Organization of conference"

"Beautiful setting"

"Interaction with participants"

1983

"Overall, another fine Institute with timely topics and excellent group of presenters."

"The sessions were stimulating--listening to various diverse points of view was highly invigorating."

"Good Institute. Excellent for the cost. Compliments to the Institute organizers."

"The Institute is very informative and I will recommend it to other administrators in our district."

"Fantastic--Keep up great work."

"Excellent addresses--allowed me to think globally about education not merely my own school site difficulties."

"Excellent presenters--current issues were addressed with ample eloquency and basic knowledge."

Participants were also asked to provide suggestions for improving the Institute. Reported in Table 10 are the

TABLE 10
 Suggestions For Improving The Institute

Similar suggestions received from 3 or more Institute respondents.	1979	1980	1981	1982	1983
. Scheduling of Sessions (before school is out; A.M. only for 2 weeks; 2 weeks June & July)	N=5				
. More group interaction	N=5				
. Expand sessions		N=4			
. More small group interaction			N=13		
. Fewer topics - greater depth			N= 4		
. Priorities for input from group on successful practices: peer sharing			N= 4		
. More time for interaction with speaker			N= 4		
. Generally - more audience participation				N=7	
. Set schedule so that all people can attend all concurrent sessions				N=6	
. Possibly eliminate paper evaluations				N=4	
. Four day Institute with Friday for personal/school assimilation/ integration				N=3	
					(None)

suggestions received from three or more participants by year. In addition to these responses the following written comments were made by participants:

1979

"The topics were fine but not in-depth enough to develop the necessary skills for their practical application."

"I enjoyed 80 percent of the Institute (20 percent did not pertain to my immediate field)."

1980

"The topics of the panels were excellent, but the time constraint prevented those sessions from being very effective."

1981

"Thursday and Friday were outstanding days. The presenters were prepared and they had information I could take home with me. Monday and Tuesday were not worthwhile. The presenters didn't seem prepared and they didn't say anything relevant--at least in my opinion."

"Presenter read to us--not too stimulating!"

"The format of the evaluation may not elicit all (or most) of the kinds of responses you want (or need)."

1982

"Some presenters were not used enough."

"Provide less topics with greater depth."

"Parking confusion."

Also in 1982, as a result of the group verbal assessment sessions, participants provided the following views regarding future administrative institutes:

- . Provide time to talk among ourselves to share exemplary programs and/or problems, as part of the session;
- . Make available tapes, handouts, summary at the end of each presentation;
- . Use the same facilities for future institutes;
- . Reconsider how we employ time, e.g., instead of cocktail hour--more group sessions, optional evening sessions;
- . Include sessions on: discipline; parent/community relations; effective programs on study behavior;
- . Continue to balance intellectual and practical topics;
- . Provide gap (1 week) between school closing and Institute;
- . Set schedule so that all people can attend all concurrent sessions;
- . Have luncheon forum to discuss areas of specific interest/concern--survey prior to Institute or at first session;
- . Rethink evaluation sessions; possibly eliminate paper evaluations.

1983

"It would be nice if you collected a little extra (money) and had donuts and rolls in the morning. Many of us travel a distance and it's a long time before lunch."

"The Institute should continue to interact with a panel of citizen-colleagues as presenters this year and invite them back to future Institutes."

"Provide more time for evaluation."

"Have more audience participation."

"Divide small groups for numerical balance."

"Provide handouts of materials covered by presenters."

In an attempt to discover additional ways that the Berkeley School of Education could assist school administrators, participants were surveyed via an open-ended question included on the Institute questionnaire in 1979 and 1980. The results are displayed in Table 11.

TABLE 11

"How can the University of California, Berkeley, School of Education be of Further Assistance to School Administrators?"

<u>Suggestions received from 4 or more Institute Participants</u>	<u>1979</u>	<u>1980</u>
. Continue to provide such Institutes	N= 9	
. Provide in-depth one day sessions throughout the year	N=11	
. Become resource for new developments.	N= 7	
. Provide short mini-workshops throughout year on critical issues facing schools and educators today. .		N= 4

Although the number of participants responding to the question was not large, some agreement can be noted for providing workshop sessions throughout the year. To explore this notion further, participants in 1982 and 1983 were asked whether they desired to participate in Network Activities, as an extension of the Institute, throughout the school year. Forty-six participants (out of 106 in 1982, and 26, out of 81, in 1983) responded affirmatively to this question.

The first Network session of the Institute was held one rainy evening early in 1983 from 6:00 to 10:00 p.m. It was attended by 25 school administrators. The response from those attending was gratifying. Subsequently, other network sessions were planned.

Attendance and Accessibility

As displayed in Table 12, the Institute has drawn a fairly representative cross section of principals, vice principals and other administrators. i.e., superintendency, county and state department of education staff, other school district, and on-site administrative and supervisory staff. In general, the Institute has been attractive to school administrators irrespective of school level. However, most of the principals attending the Institute have come from elementary schools. This no doubt reflects the fact that there are considerably more elementary than secondary schools. As to be expected, most of the vice principals were associated with secondary schools.

TABLE 12

Attendance by Job Category

Job Category	1979	1980	1981	1982	1983
Elementary	26 (39%)	8 (26%)	16 (19%)	43 (41%)	19 (46%)
Intermediate	7 (10%)	2 (6%)	4 (5%)	4 (4%)	14 (34%)
High School	7 (10%)	--	7 (8%)	3 (3%)	8 (10%)
Adult School			1 (1%)		

Sub Total	40 (60%)	10 (32%)	28 (33%)	50 (47%)	41 (51%)

<u>Vice Principal</u>					
Elementary	1 (1%)	--	1 (1%)	6 (6%)	1 (1%)
Intermediate	2 (3%)	--	3 (3%)	5 (5%)	6 (7%)
High School	8 (12%)	5 (16%)	11 (13%)	6 (6%)	6 (7%)

Sub Total	11 (16%)	5 (16%)	15 (17%)	17 (16%)	13 (16%)

<u>Other</u>	16 (24%)	16 (52%)	43 (50%)	39 (37%)	27 (33%)
(Superintendency, County and State Department of Ed- ucation Staff, Other School dis- trict & Site Admin./Super. Staff)					

TOTAL N =	67 (100%)*	31 (100%)	86 (100%)	106 (100%)	81 (100%)

* Percentages may not total 100% due to rounding.

The Institute is first announced in a geographical area encompassing a radius of about 100 miles from the Berkeley campus. Participants are accepted on a first-come basis and pay a relatively small fee to participate. To date, not one participant has inquired about academic credit, units toward state certification, or points toward movement on a district pay scale. In examining the earlier reported personal goals of participants, it becomes clear that the major reasons for participation are for personal and professional growth or for other intrinsic reasons.

A measure of the accessibility of the Institute also can be gleaned by examining attendance figures over time. The Board reasoned that if the Institute was accessible geographically, and was held at a convenient time, participants would attend. Except for one year, 1980, the Institute has attracted a desirable administrator representation. As displayed in Table 12, 67 administrators participated in 1979, 30 in 1980, 86 in 1981, 106 in 1982, and 81 in 1983.

Several factors may account for the low attendance in 1980, the second year of the Institute. Two are prominent: (1) there was difficulty in securing a site for the Institute until rather late in the planning year; and thus (2) mailing to potential participants was not accomplished in a timely fashion. These factors were successfully addressed in the years following 1980, as attendance figures in those years will attest.

To ensure participant interaction among themselves and with presenters, the number of participants we desired for the Institute was 60 in 1979 and 1980, and 100 in 1981, 1982, and 1983, since our facilities expanded. We surpassed those targets in two years, 1979 and 1982, and failed to meet them in 1980, 1981, and 1983.

Accommodations

The physical facility on the Berkeley campus in which the Institute is held is excellent. Rooms are large. Seating is both comfortable and flexible, thus permitting various formal and informal seating arrangements. Food and beverage services are convenient. The facility also is free from outside noises.

The psychological environment of the Institute demonstrates respect for participants. The environment of the Institute is non-threatening and enhances interaction and feelings of community. Many positive comments on the setting and general tone of the Institute have been received. For example:

1979 - "The setting was great."	N = 25
1980 - "Good setting."	N = 10
1981 - "Liked the informality."	N = 7
"Location of conference- comfortable, good choice"	N = 5
1982 - "Institute site - excellent"	N = 60
"Good atmosphere; warm, friendly feeling"	N = 7

1983 - "Excellent site"	N = 26
"Good feeling"	N = 12

Whereas there has been considerable agreement about the appropriateness of the site and by inference, the general atmosphere of the Institute, some dissatisfaction also has been reported.

1979 - "Meeting room for large group sessions might be improved."	N = 2
"This room is not conducive to large group communication."	N = 1
1981 - "Poor ventilation in room."	N = 3
"Chairs uncomfortable."	N = 3

Most participants, however, indicate that the setting is excellent and comfortable. General observation further indicated that participants participated actively and freely.

Cost Consideration

Institute costs have not served as a barrier to participation. Attendance has generally been as expected. Participant comments reveal that cost for attending the Institute is considered to be "a bargain." Given the very high quality of the presenters, and the high regard with which the Institute is held, it is difficult to imagine that it could have been operated on funds generated by the small fee paid by participants. Several factors, however, contributed to making the Institute financially manageable.

A local school district printed the Institute brochure/program four years and the County office printed it one year. Honoraria for a few of the presenters were received from the Alameda/Contra Costa County (California) School Resources Center. The advisory board serves voluntarily. The founder and director of the Institute, in addition to his regular university professorial responsibilities, contributes leadership to the Institute.

For the first two years of the Institute, the Berkeley School of Education provided no funds for its operation. In the third year, funds were provided for the hiring of a 25 percent research assistant for one academic quarter. In the fourth and fifth years, the 25 percent research assistantship was expanded to include two academic quarters. In addition, School of Education secretarial assistance has been outstanding.

A final factor which permitted the Institute to thrive relates to the understanding and compassion of the presenters. Believing in the Institute goals, many of the presenters accepted honoraria far below that which they are worthy and usually receive. Some donated their time. Also, and of some importance, travel expenditures were minimized by engaging presenters located primarily within an approximate 500-mile radius of the Berkeley campus.

The Institute has been able to meet all its expenses. Yet, it is unrealistic to assume that the constellation of

factors articulated above will continue to exist in perpetuity. Of necessity, the fee for participants has increased slightly each year since the Institute's inception. In order to supplement participant fees, foundations and corporations have been approached for financial assistance--but to no avail. Nonetheless, so long as the Institute meets the need for which it is intended, somehow it will be continued.

Recognition of Participation

Each year at the Institute's closing luncheon, participants are presented with a certificate of completion. The enthusiasm witnessed during this period of presentation is considerable. Participants beam with pride when receiving an individually presented certificate suitable for framing. Undoubtedly, the certificate bestows a sense of status and contributes to the enhancement of self-esteem.

V. CONCLUSION

The Institute for School Administrators enhances and facilitates the personal and professional growth of school administrators. Since its establishment in 1979, it has become increasingly prestigious in the field and has received widespread acknowledgment for its quality programs. In the preceding pages the conceptualization and evaluation of effectiveness of the Institute have been provided. In this concluding section, several dimensions of the Institute are briefly underscored.

The Institute is a program for professional and personal growth, rather than an "inservice program." The philosophical perspective is thus created, permitting the Institute to be carried out as a natural extension of the Educational Administration credential and graduate degree programs of the Berkeley School of Education. University faculty and practitioners readily collaborate in planning the program for each Institute.

The conceptual framework based on adult learning concepts and motivation theory gives the Institute focus and direction.

No claim is made that this conceptualization is one which should be embraced widely. Yet, it is abundantly clear that programs that are not grounded in theory or formulated within a conceptual framework will be tenuous at best. Given a well reasoned conceptual framework, an array of testable hypotheses can be generated for examination and the expansion of knowledge.

Another aspect of the Institute should be re-emphasized--the program results from collaborative planning and an assessment of needs conducted by a representative advisory board of school administrators and university faculty. The assessment technique is both efficient and effective. Somewhat related to this aspect is the issue of program integrity. Each Institute has a thematic focus around which relevant topics, as identified through needs assessment, are selected. The Institute has been extremely fortunate in having a knowledgeable, sensitive, and dedicated advisory board to provide guidance in these areas.

Supplementary to excellent board guidance has been ongoing evaluation feedback which is an essential element of any program. Institute evaluations have included systematically collected participant data. These evaluations have been indispensable in assessing Institute effectiveness and in providing guidance for making programmatic changes. Whereas the overall impression is that the Institute is quite effective, this view must be tempered by the fact that the written questionnaire response rate has averaged 52 percent over the 5-year life of the Institute.

In 1982, facilitated group evaluation sessions produced a response rate of approximately 95% of the participants who were present in those groups. Because this format was too time consuming, however, it was not repeated in 1983. It also was difficult to determine to what extent group pressure may have prevented some individual opinions to emerge. In sum, most indications led us to believe that the Institute is quite successful. Because of the written questionnaire response rate, however, this conclusion must be viewed with some caution.

The Institute has now been in existence for five years. Much of its success may be attributed to its association with U.C. Berkeley and being held on the campus of that university. The appropriateness of the Institute's relationship with the University in its commitment to lifelong learning and community involvement is enhanced by the mutual benefits received by the recipients of the Institute and the enrichment the University obtains by performing its institutional role in professional education.

Schools or departments of Education, as professional schools, also have an ongoing interest in providing for the growth and development of educational leaders and school administrators. This is not to say that university faculty in these schools or departments should not focus on research

and teaching. Rather, it is to suggest that such faculty should not be constrained by those roles. The development of school leaders, and through them the improvement of the schools and subsequent social impact (whether imagined or real) is an important role for universities and their schools or departments of Education.

In keeping with another role of the university, the Institute can and does serve as a forum for the dissemination of research findings. Such research is necessary to inform practice. Among the personal goals of participants in the Institute, the desire to "expand knowledge" is clear. The role of university faculty in organizing, directing, and participating in an activity such as the Institute is thus not only desirable, it is essential.

Universities, unfortunately, have not typically considered participation in the planning and implementation of activities such as the Institute in their reward structure. Therefore, faculty who are challenged by demands on their time and energy, have been reluctant to assume the responsibility for non-degree programmatic activities geared to the growth and development of practitioners in the field exclusively on the basis of intrinsic rewards. Efforts must be made, however, to bring the university and the field of practice to more closely approach social and educational realities and needs.

In addition to its other useful functions, the Institute also provides an appropriate vehicle for that purpose.

The Institute is expanding, albeit cautiously, so that personal and professional growth activities for school administrators may be provided throughout the coming years. Despite the growing consensus that the Institute does provide a valuable and needed service, the extent to which administrators actually make personal and professional changes as a result of the Institute experience and the effects of such changes on teachers and students is yet to be determined.

Nevertheless, with each ensuing annual Institute, many new research questions will arise, some insight and understanding of educational problems will be gained, discoveries and dialogue will take place and, as a result of this forum and others of its kind, educators may be assisted in furthering educational, personal, and social goals.

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Appendix A

Program/Brochures of Previous Institutes

1979, 1980, 1981, 1982, 1983

Annual Institute for School Administrators Program

Monday, June 25

- 8:00-9:00 Open Registration/Coffee
- 9:00-9:15 Welcome/Announcements/Introduction of Speakers
Dr. Rodney J. Reed, Associate Professor
University of California, Berkeley
Institute Director
- Greetings
Professor Ira M. Heyman
The Vice Chancellor
University of California, Berkeley
- 9:15-10:15 Opening Address
Was Pogo Right?
Mr. James Reusswig, Superintendent
Vallejo Unified School District
- 10:15-10:30 Coffee break
- 10:30-12:00 Small Group Sessions
- A. What's New in California School Finance
Dr. James Guthrie, Professor
University of California, Berkeley
- B. Improving the Human Environment of the School: Conflict Management
Dr. Rodney Reed, Associate Professor
Dr. Staten Webster, Professor
University of California, Berkeley
- 12:00-1:30 Luncheon
Luncheon Address
Principals and School Boards: Partners or Adversaries?
Dr. Herbert E. Sallinger, Executive
Director, California School Boards
Association
- 1:30-3:00 Small Group Sessions
Repeat of morning small group sessions
- 3:00-4:40 Social Hour

Tuesday, June 26

- 9:00-12:00 Large Group Session
Legal Developments in Education
Patrick S. Duffy, Esq., Moderator
University of California, Berkeley
Thomas N. Griffin, Esq.
Chief Counsel, State Board of Education
John L. Bukey, Esq.
Biddle, Walters and Bukey
Chief Counsel, California School Boards
Association

- 12:00-1:00 Open Lunch
- 1:00-2:00 Small Group Sessions
Students with Special Needs: Special Education
- A. Special Education Legislation
Mrs. Marcie Radius, Regional Special
Education Resource Network,
Greater Bay Area
- B. Developing and Implementing IEP's
Ms. Nadine Coates, Director of
Special Education, Office of the Santa
Clara County Superintendent
of Schools
- 2:00-3:00 Repeat of Special Education Small Group
Sessions

Wednesday, June 27

- 9:00-10:20 Small Group Sessions
Improving the School Climate
- A. Barriers to Communication
Dr. Eli M. Bower, Professor
University of California, Berkeley
- B. Improving Student Performance
Through Team Learning (Not Team
Teaching)
Dr. Gerard A. Poirier, Former
Supervisor, University of California,
Berkeley
- 10:20-10:40 Coffee Break
- 10:40-12:00 Repeat of Improving the School Climate
Sessions
- 12:00-1:00 Luncheon
Luncheon Address
School Leadership for the 1980's
Dr. Wilson Riles
State Superintendent of Public Instruction
- 1:00-1:30 Interaction with the speaker
- 1:30-3:00 What's Right with Public Education and
How We Get the Message Across
Mr. Lew Armistead, Public Information
Executive, Association of California
School Administrators

Thursday, June 28

- 9:00-10:20 Small Group Sessions
School Improvement: The Instructional
Program
- A. Instructional Program Development
Dr. Jettie Fern Grant, Consultant
- B. Evaluating the Instructional Program
Mrs. Pamela Noll, Principal
Madera Unified School District

- 10:20-10:40 Coffee Break
- 10:40-12:00 Repeat of School Improvement Small
Group Sessions
- 12:00-1:00 Open Lunch
- 1:00-3:00 Large Group Session
Instruction Supervision
Mr. Joe Wardlaw, Administrator for
Development, Vallejo City Unified
School District
Miss Joan McDonald, Director of Human
Resources, Vallejo City Unified School
District
Mrs. Betty Young, Director, Professional
Development Center, Vallejo City Unified
School District

Friday, June 29

- 9:00-11:00 Open Session—Your Administrative
Concerns
Questions and Answers from Peers
Moderator: Mrs. Mildred Gardner,
Principal, Oakland Unified School District
- 11:00-11:15 Break
- 11:15-12:00 Evaluation of Institute
- 12:00-1:30 Luncheon Address
To Lead or Not to Lead
Dr. Dale Tillery, Professor, University of
California, Berkeley
- 1:30-2:00 Interaction with the Speaker
- 2:00 Closing Remarks and Adjournment
Dr. Rodney J. Reed, Associate Professor
University of California, Berkeley,
Director, First Annual Institute for
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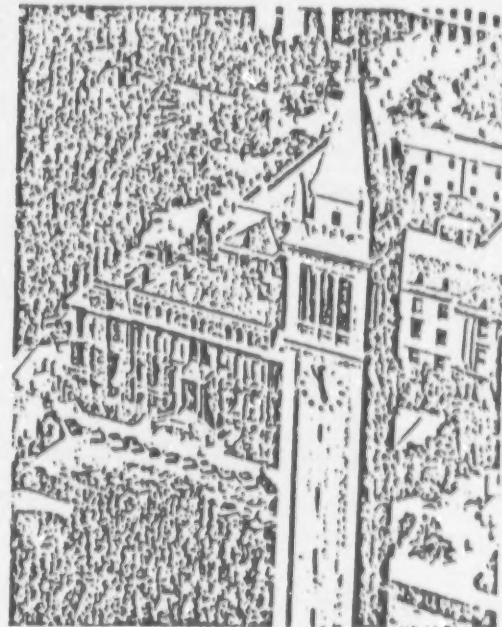
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University of California, Berkeley

First Annual Institute for
School Administrators

BEYOND SURVIVAL: LEADERSHIP RENEWAL FOR THE 1980's



June 25-June 29, 1979

The Faculty Club
University of California
Berkeley

Sponsored by:

The Program in Educational Administration,
Division of Higher Education, Administration,
and Policy Analysis, Graduate School
of Education, University of California,
Berkeley

In association with:

Alameda/Contra Costa Counties
School Resource Center

Association of California School
Administrators

SECOND ANNUAL INSTITUTE FOR SCHOOL ADMINISTRATORS

Program

Monday, June 16—The Alumni House

- 8:00-8:30 Welcome/Logistics
Dr. Rodney J. Reed, Associate Professor
University of California, Berkeley
Institute Director
- 8:30-10:10 Large Group Session
Manage Your Meetings
Mr. David Straus
Interaction Associates, San Francisco
- 10:10-10:30 Coffee Break
- 10:30-12:00 **Manage Your Meetings** (continued)
- 12:30-2:00 Luncheon, The Faculty Club
Keynote Address
Life in the Fast Lane
Mr. Robert Blackburn
Lecturer, School of Education
University of California, Berkeley

Tuesday, June 17—The Alumni House

- 8:30-10:20 Small Group Sessions
A. The Management Team
Dr. L. Edward Holden, Superintendent
San Leandro Unified School District
- B. Participatory Decision-Making**
Dr. James Slezak, Superintendent
Mt. Diablo School District
- 10:20-10:40 Coffee Break
- 10:40-12:30 Repeat of Small Group Sessions

Wednesday, June 18—Tolman Hall

- 8:30-10:20 Small Group Sessions
A. Temperament and Leadership
Dr. David Keirsey
California State University, Fullerton

B. Building Trust in the School/ Community

- Panel:
Dr. Mary Collins, Principal
Ms. Carol Trou, Parent
Mr. Rocky Nielsen, School Improvement
Program Coordinator
Mr. Burke Cochran, K-1 Teacher
Cherry Valley Elementary School
Petaluma Elementary School District

10:20-10:40 Coffee Break

10:40-12:00 Repeat Small Group Sessions

Thursday, June 19—The Alumni House

- 8:30-10:20 Small Group Sessions:
A. Meeting Individual Needs of Students
Panel:
Learning Disabled:
Mrs. Marcie Radius
Regional Special Education
Resource Coordinator
Region C, Hayward
Physically Handicapped:
Mrs. Jean Englobach
Vannoy School, Castro Valley
Bilingual:
Mrs. Irene Hightower
Richmond Unified School District
Gifted:
Ms. Elinor McKinney, Manager
Gifted and Talented Education
California State Department of Education

B. Helping Teachers: What Works

- Panel:
Mrs. Alpha Quincy, Principal
Riverside Intermediate School, Mt. Diablo
Mr. Earl Maxwell, Principal
Mt. Diablo Senior High School

Mr. James Vann, Principal
Palo Alto Senior High School
Mr. Walter Hambleton, Principal
Indian Valley Elementary School
Walnut Creek

10:20-10:40 Coffee Break

10:40-12:00 Repeat Small Group Sessions

- 12:30-3:00 Wine Lunch/Small Group Sessions
Job-Alike Problem Solving
Facilitators:
Mr. Bill Baker, Coordinator, Instructional
Support Services, Alameda County Office of
Education
Mr. August Scornaienchi, Coordinator,
Instructional Support Services, Alameda
County Office of Education

Friday, June 20—The Alumni House

- 8:30-10:20 Small Group Sessions
**A. Approaches to Curriculum
Development**
Mr. Miles Myers
Bay Area Writing Project
University of California, Berkeley
B. The New Para Legals:
Educators as Adversaries
David Girard, J.D., Ph.D.
Lecturer, School of Education
University of California, Berkeley

10:20-10:40 Coffee Break

10:40-12:00 Repeat Small Group Sessions

- 12:30-2:30 Lunch/The Faculty Club
Awarding of Certificates of Completion
Dr. Rodney J. Reed
Director, Institute for School Administrators

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University of California, Berkeley

Second Annual Institute for School Administrators

LIFE IN THE FAST LANE: LEADERSHIP IN THE 1980s



June 18-June 20, 1980

The Alumni House
University of California, Berkeley

Sponsored by:
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Graduate School of Education
University of California, Berkeley

In association with:
Alameda-Contra Costa Counties School Resource Center

THIRD ANNUAL INSTITUTE FOR SCHOOL ADMINISTRATORS

PROGRAM

Monday, June 15, 1981, The Faculty Club

- 9:00- 9:30 Registration/Coffee
 9:30- 9:45 *Welcome/Logistics*
 Rodney J. Reed, Director of Institute
 9:45-10:30 *What We Must Do To Save Our Public Schools*
 William Honig, Superintendent
 Ross School District
 10:30-10:45 COFFEE BREAK
 10:45-12:00 Concurrent Sessions
 A. *Communicating Through Your Professional Wardrobe*
 Alma Sabol, Fashion Flair Wardrobe Consulting Service
 (Session Room: Library)
 B. *New Legislation and Its Implications for Special Education*
 Karl Murray, Coordinator
 Development Personnel Services,
 California State Department of Education
 (Session Room: O'Neill)
 12:00- 1:30 Luncheon, Heyns Room
 Luncheon Address
The University Rediscovered the High Schools
 Watson M. Laetsch, Vice Chancellor,
 Undergraduate Affairs, University of California, Berkeley
 1:30- 3:00 Guided Campus Tours

Tuesday, June 16, The Faculty Club

- 9:00-10:00 Large Group Session
Proposition 13: Children's Services in California or Have We Lost Our Faith in the Future?
 Charles S. Benson, Professor
 Graduate School of Education,
 University of California, Berkeley
 Elliott Medrich, Principal Investigator,
 Children's Time Study Project,
 University of California, Berkeley
 (Session Room: Library)
 10:00-10:10 COFFEE BREAK
 10:10-11:10 Concurrent Sessions
 A. *Federal Deregulation: How Much? How Soon? How Good?*
 Theodore Reller, Prof. Emeritus
 James Reusswig, Lecturer UCB
 (Session Room: Library)

- B. *Schools and the Media: Back to the 18th Century*
 Ben H. Bagdikian, Professor
 Graduate School of Journalism,
 University of California, Berkeley
 (Session Room: O'Neill)

11:10-11:20 BREAK

11:20-12:20 Concurrent Sessions

- A. *Parent and Citizen School Involvement: Are There Limits? Who Decides?*
 Wayne Ferguson, Superintendent
 Fremont Unified School District
 Evelyn Kipp, Superintendent
 Newark Unified School District
 (Session Room: Library)
 B. *Cross Cultural Understanding: Working with The Vietnamese*
 Lynell Burmark-Parasurmen
 Multi-Lingual Specialist, Alameda County Office of Education
 (Session Room: O'Neill)

Wednesday, June 17, Lawrence Hall of Science

- 9:00- 9:10 Shuttle to Lawrence Hall of Science
 9:30-10:00 Tour of Facilities
 10:00-11:00 *Computers As A Motivational Learning Tool*
 Twila Slesnick, Director
 Math and Computer Education Project
 Lawrence Hall of Science
 11:00-11:10 BREAK
 11:10-11:55 *Going To The Work Force: More Math EQUALS More Options. Successful Strategies to Keep Girls in Math Through High School.*
 Virginia Thompson, EQUALS Staff
 Lawrence Hall of Science
 11:55-12:40 *Techniques for Motivating Underrepresented Groups To Pursue Courses in Science, Math and Engineering*
 Robert Finnell, Executive Director
 Math, Science and Engineering Achievement Project, MESA,
 Lawrence Hall of Science
 12:45 Bus departure to main campus

Thursday, June 18, The Faculty Club

- 9:00-10:30 Large Group Session
What's Your Problem? A Process for Identifying and Resolving Classroom Management Problems
 Daniel L. Duke, Professor of Education,
 Stanford University
 (Session Room: Library)

10:30-10:45 COFFEE BREAK

- 10:45-12:15 Large Group Session
Building a Great Staff Development System
 Bruce Joyce, Director
 Booksend Laboratories, Inc.
 (Session Room: Library)

Friday, June 19, The Faculty Club

- 9:00-10:00 Large Group Session
The Role of the Principal in the Change Process
 Shirley Thornton, Principal
 Balboa High School, San Francisco Unified School District
 (Session Room: Library)
 10:00-10:10 BREAK
 10:10-11:10 Concurrent Sessions
 A. *Coping With the Unproductive Employee: Avoiding the "I Can Do It Myself Syndrome"*
 Sandra Williamson, Project Director, School Employee Assistant Program, Alameda County Office of Education
 (Session Room: Library)
 B. *Exemplary Programs for Implementation in Your Schools*
 Larry Mickert, Director, Central California Center for Educational Improvement
 (Session Room: O'Neill)
 11:10-11:20 BREAK
 11:20-12:20 Concurrent Sessions
 A. *So How Do I Do All of This Without Getting Ulcers, A Heart Attack, or Hemorrhoids?*
 Bob Bronzen, Vice Principal
 Livermore High School
 Livermore Valley Joint USD
 (Session Room: Library)
 B. *Administrator or Leader: Your Choice*
 Olivia Martinez, President
 California Association for Bilingual Education
 12:30- 2:00 Luncheon, Heyns Room
 Luncheon Address
... And Sometimes, Magic Helps
 David Tansley, Superintendent
 Berkeley Unified School District
 2:00- 3:00 Closing Remarks
 Awarding of Certificates of Completion to participants
 Rodney J. Reed
 Director of Institute

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The Institute has been developed in response to the expressed needs of school administrators. It supplements the on-going University of California, Berkeley, preparation programs for school leaders.

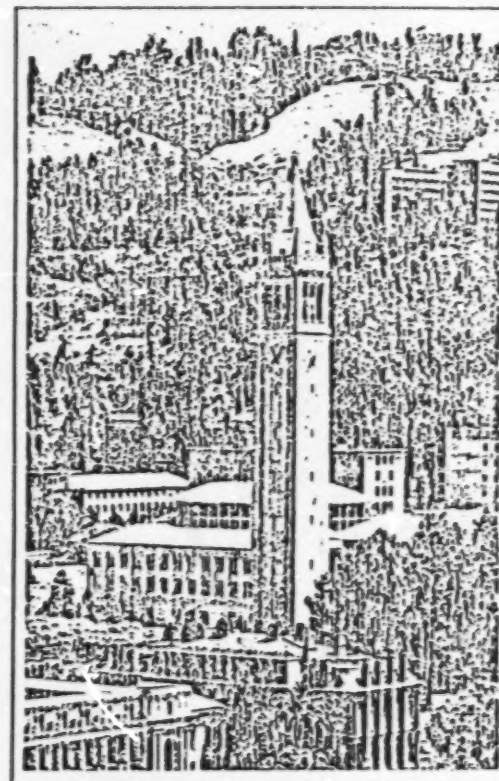
The Institute is unique in that it draws upon the extensive resources of the University and successful field administrators. Many of the facilities of the University community will be available to participants of this third annual Institute for School Administrators.

The week's program will include large and small group workshops and will focus on practical solutions for current administrative problems.

University of California, Berkeley

Third Annual Institute for School Administrators

ARE YOU STRONG ENOUGH TO BE A LEADER: MEETING TODAY'S CHALLENGES



June 15 - June 19, 1981

The Faculty Club
University of California, Berkeley

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Fourth Annual Institute for School Administrators
INSTRUCTIONAL LEADERSHIP: THE TIME IS NOW

Faculty Club
 University of California, Berkeley

PROGRAM

Monday, June 21, 1982

Instructional Leadership: A Conceptual Framework

8:30- 9:00 Registration and Coffee

9:00- 9:15 Welcome and Purpose of Institute
 Rodney J. Reed, Director of Institute

9:15-10:45 *The Ingredients of Instructional Leadership*
 Mario Fantini, Dean
 School of Education
 University of Massachusetts, Amherst

10:45-11:00 Break

11:00-12:00 *The Administrator's Role*
 Facilitated Small Group Sessions
 Facilitators: Bill Baker,
 August Scornaienchi, Cecil Reeves,
 Carolyn Kelso

12:00- 1:30 Luncheon, Heyns Room
 Continued Dialogue with Mario Fantini

1:30- 3:00 Concurrent Sessions—

A. *Situational Leadership:
 A Practical Way of Influencing Others*
 Sandy Williamson and
 Margaret Gayle
 Occupational Program Consultants
 Alameda County Office of Education

B. *Guaranteed Instructional Services:
 A Curriculum Delivery Process—
 Taking Curriculum Off the Shelf and
 Putting It in the Classroom*
 Gene Unger, Assistant Director
 Secondary Education
 Santa Clara Unified School District

C. *Managing for Effectiveness
 and Commitment*
 Raymond Miles, Associate Dean
 School of Business
 University of California, Berkeley

3:00 No-Host Cocktails — Faculty Club

Tuesday, June 22, 1982

Instructional Leadership: Curriculum Development

9:00-10:00 Large Group Session—
*Providing for all Students: Programs That
 Work*
 J. David Bowick, Superintendent
 Oakland Unified School District

10:10-11:20 Concurrent Sessions—

A. *Gifted Students: Integrated Approach
 to Learning*
 Barbara Clark, Professor
 School of Education
 California State University,
 Los Angeles

B. *Low Achievers: Activating Potential*
 Lyn Crono, Assistant Professor
 School of Education
 Stanford University

C. *Multicultural Education: Individuality
 Counts*
 Reuben Burton and Al Koshluma
 Office of Intergroup Relations
 State Department of Education

11:30-12:30 Large Group Session—
*The Inner Glow of Success: Mastery
 Learning*
 Joan S. Hyman, Associate Professor
 School of Education
 University of San Francisco

12:30- 1:45 Lunch on Your Own

1:45- 3:00 Repeat of Morning Concurrent Sessions

Wednesday, June 23, 1982

**Instructional Leadership:
 The Role of the Instructional Leader**

9:00-10:30 Large Group Session—
*Current Research and Practical
 Implications for the Instructional
 Manager*
 Steven Bossert
 Far West Laboratory, San Francisco

10:30-10:45 Break

10:45-12:00 Large Group Session—
*The Use of Power in Organizations:
 Lessons for the School Leader*
 Jeffrey Pfeffer, Professor
 Graduate School of Business
 Stanford University

12:00- 1:30 Lunch on Your Own

1:30- 3:10 Large Group Session—
*If "60 Minutes" Calls, Tell Them I'm
 Ready*
 Techniques for School Public Relations
 by the Northern California Chapter of the
 National School Public Relations
 Association (CAL-SPRAN)

3:30 No-Host Cocktails — Faculty Club

Thursday, June 24, 1982

**Instructional Leadership: Elements of a Good
 School**

9:00-10:30 Concurrent Sessions—

A. *With Panache: Identifying Your
 Leadership Style*
 Jack Weinstein
 Assistant Superintendent, Personnel
 Hayward Unified School District

B. *Management Styles That Build
 Self-Esteem*
 Robert Reasoner, Superintendent
 Moreland School District

10:40-11:40 Large Group Sessions—
Out of the Frying Pan: Legislative Update
 Bill Lucas, Assistant Superintendent
 Los Angeles Unified School District

11:40- 1:00 Lunch on Your Own

1:00- 2:20 Concurrent Sessions—

A. *Write On! Writing Skills for
 Administrators*
 Michael Murray, Principal
 Michael Murray and Associates

B. *Progressive Assistance for Problem
 Employees*
 Reginald Murphy, Management
 Consultant, Patterson and Taggart,
 Attorneys, Los Angeles

C. *Snapshot Clinical Supervision*
 Gary Amado, Director
 Staff Development, San Juan
 Unified School District

2:30- 4:00 Repeat of Concurrent Sessions

Friday, June 25, 1982

Instructional Leadership: Look to the Future Now

9:00-10:00 Large Group Session—
*Computer Technology and the Future:
 Implications and Dangers in Education*
 Peter Tichenor, Computer Consultant
 Editor of *Future Link* and Coordinator,
 Bay Area Chapter World Future Society

10:10-11:40 *Implications for Administrators*
 Facilitated Small Group Sessions
 (Same Groups as Monday)

11:40-12:15 Large Group Session—
 Sharing from Small Group Sessions

12:15- 2:15 Luncheon, Heyns Room
 Luncheon Address—
The Future of Education at Berkeley
 Chancellor Ira Michael Heyman
 University of California, Berkeley

Closing Remarks

Awarding Certificates of Completion
 Rodney J. Reed, Director of Institute

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Assistant Superintendent, Tiburon SD

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Fourth Annual Institute for School Administrators

INSTRUCTIONAL LEADERSHIP: THE TIME IS NOW

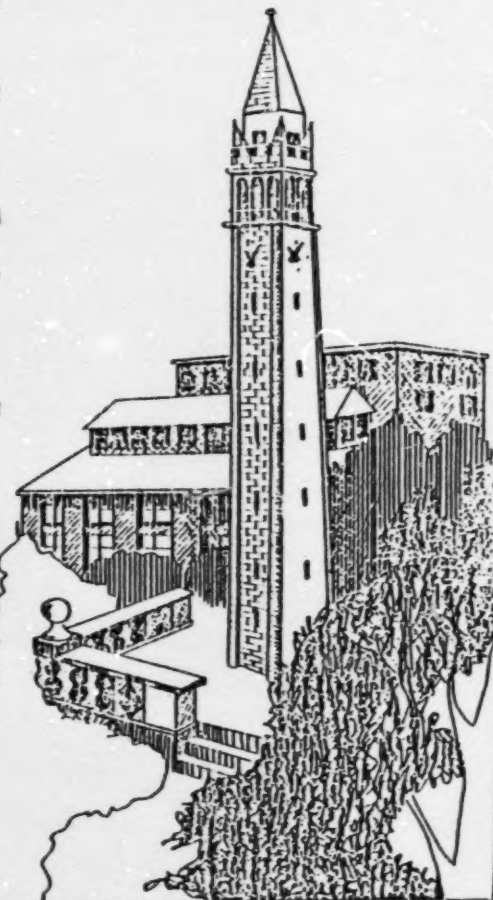
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Fifth Annual Institute for School Administrators

**EDUCATION:
MANY FUTURES, MANY VOICES**

Alumni House
University of California, Berkeley

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Teacher Education and Computer Center

PROGRAM

Monday, June 20, 1983
Directions for Schools

- 8:30-9:00 Registration and Coffee
- 9:00-9:15 **Welcome and Purpose of the Institute**
Rodney J. Reed
Associate Professor of Education
University of California, Berkeley
Director of Institute
(Lounge)
- 9:15-10:30 **Keynote Address**
*The Federal Role in Re-invigorating
U.S. Education*
Honorable Paul Simon
Member of Congress
22nd District, Illinois
Chair, House Subcommittee on
Postsecondary Education
- 10:30-10:45 **Break**
- 10:45-12:00 **Everyone Loves "Basics," But What
Are They?**
James L. Jarrett
Professor of the Philosophy of
Education
University of California, Berkeley
(Lounge)
- 12:10-1:25 **What's Wrong with America's
Schools?**
James W. Guthrie
Professor of Education
University of California, Berkeley
(Lounge)

- 1:30-3:00 **Brunch, Pauley Ballroom**
Brunch Address
How to Invent Problems
Bernard R. Gifford
Dean, School of Education
University of California, Berkeley

Tuesday, June 21, 1983
Looking at What's Available

- 9:00-10:15 **Concurrent Sessions**
- A. Teacher Expectations and
Differential Student Treatment**
Janet Kierstead
Special Consultant
Department of Education
State of California
(Lounge)
- B. Research on Student's Thinking
and the Fear of Failure**
Martin Covington
Professor of Psychology
University of California, Berkeley
(Presidents' Room)

- 10:15-10:25 **Break**
- 10:25-11:40 **Repeat of Concurrent Sessions**
- 11:40-1:00 **Lunch (on your own)**

- 1:00-2:15 **Concurrent Sessions**
- A. Enrichment Software for the
Computer Age**
Joan Plestrup
Founder and Chairman
The Learning Company
(A Children's Educational
Software Company)
(Lounge)
- B. PLATO Project: Retrieving Turned
off Students**
Pam Wright
Educational Consultant
California State University,
Sacramento
- Mike Gratzke
Educational Technology
Consultant
(Presidents' Room)

- 2:25-3:40 **Repeat of Concurrent Sessions**

Wednesday, June 22, 1983
Life on the Job

- 9:00-10:15 **Concurrent Sessions**
- A. Observe the Warning Signs:
Identifying Early Indicators of
Conflict in Schools**

Ples A. Griffin
Chief, Office of Intergroup
Relations
Department of Education
State of California
(Lounge)

- B. Substance Abuse Problems and
Programs**
Steve Pittell
Professor of Psychology
Wright Institute
(Presidents' Room)

- 10:15-10:25 **Break**
- 10:25-11:40 **Repeat of Concurrent Sessions**
- 11:45-1:00 **Large Group Sessions**
*Coping with Stress and Enhancing
Interpersonal Relations*
Ernest Smith
Associate Professor of
Pediatrics
Charles R. Drew Postgraduate
Medical School
(Lounge)

Thursday, June 23, 1983
Considerations for Curriculum

- 9:00-10:30 **Large Group Session**
*What Every School Administrator
Should Know About Curriculum*
Elliot Eisner
Professor of Education and Art
School of Education
Stanford University
(Lounge)
- 10:30-10:45 **Break**
- 10:45-12:00 **Large Group Session**
*Arts in Education: Looking at the
Total Learning Experience*
James Adams
Associate Dean
School of Education
Chair, Committee on Values,
Technology and Society
Stanford University
(Lounge)

- 12:00-1:00 **Lunch (on your own)**

- 1:00-2:15 **Concurrent Sessions**
- A. Administrative and Management Uses
of the Microcomputer**
Bob Brunzan
Vice Principal
Livermore High School
Livermore Valley Joint Unified
School District
(Lounge)

**B. Computers and the Instructional
Program**

Jane Gowronski
Assistant Superintendent
Educational Programs and
Services
Walnut Valley Unified School
District, Walnut
(Bechtel Room)

- C. Site Management of
Microcomputers**
Sue Orric
Computer Coordinator
San Ramon Unified School
District
John Baldwin School, Danville
(Presidents' Room)

- 2:15-2:25 **Break**
- 2:25-3:40 **Repeat of Concurrent Sessions**

Friday, June 24, 1983
Future Directions

- 9:00-11:00 **Large Group Session (Lounge)**
*Improving Student Performance in
California: Recommendations of the
California Business Roundtable*
Richard Spees
Vice President
Public Affairs, Western Region
Kaiser Aluminum & Chemical
Corporation, Oakland
- Panel Discussants**
Ralph Flynn, Executive Director
California Teachers Association
Robert Mohr, President
Association of California
School Administrators
Hebert Salinger, Executive
Director
California School Boards
Association
Raoul Tallhat, President
California Federation of
Teachers
Rodney J. Reed, Panel Moderator
University of California, Berkeley

- 11:00-11:30 **Panel Interaction with Participants**
- 11:30-12:15 **Closing Remarks**
Presentation of Certificates
Rodney J. Reed
Director of Institute
- 12:30-3:00 **Barbeque**
Patio of Alumni House

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Vera Stone
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Principal, Oakland USD
*Chair, Registration Committee

Walter Hambleton
Consultant, Walnut Creek SD
*Chair, Network Committee

Philip Lum
Principal, San Francisco USD

Alpha Quincy
Principal, Mt. Diablo USD
*Chair, Evaluation Committee

Other School District, County, USD, and State Administrators

B. Roberto Cruz
President, National Hispanic University, Oakland

Plea A. Griffin
Chief, Office of Intergroup Relations
California State Department of Education

Shirley Heger
Supervisor, Communications Center, Hayward USD

Linda Webster
Project Manager
Alameda/Contra Costa Counties Teacher Education
and Computer Center
*Chair, Program Committee

Institute Staff

Barbara Jean Sims, Research Assistant
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University of California, Berkeley

Fifth Annual Institute for School Administrators

**EDUCATION:
MANY FUTURES, MANY VOICES**

JUNE 30-31, 1983
ALUMNI HOUSE
University of California, Berkeley



Appendix B

- List of 1982 Institute Sessions viewed as being useful
and why
- List of 1982 Institute Sessions viewed as not being useful
and why

..which experiences did you find useful to you in improving your role as a school site instructional leader?

USEFUL	WHY
Time on task - - on power struggles and visibility of leader Self-awareness gained from going to all sessions Applied research Problem employee - Time on task, mastery learning Resources gain Beautiful balance of research and the practical Meeting others "Power" discussion Positive schedule Profile Low achiever Discussion in coffee group Current research and implications for Principal Large group sessions Dealing with difficult employees Areas with excellent preparation Definition of Instructional Lead Small group session Not giving us all data Research sharing session	Gave me a look at myself, how I do things and how I might change Let me know that administrators ought to look in more depth into student placement I got some survival benefits - it will help me stay out of trouble I picked up some unique ideas which I can use immediately Using a working folder ← I can see how I can use what I've learned Share problems Excellent - <u>good focus</u> Evaluations - good handouts Times excellent Helpful (More handouts) good information Good Because of exchange of ideas We don't have the time to be updated Keeping us updated, quality of speakers One of our most important All had a lot to offer and right on target Variety of approaches Allowing for tying ideas together Focusing on what we really need Take my staff to next step of decision- making re: school improvement Practical tools for writing styles for different situations Practical guide on use of leadership style in different situations Concrete information re: brain and pro- cessing in simple way that will affect approach to different situations Step-by-step process for dealing with problem teachers Practical applications for addressing public Reinforcement of personal ideas or practices or ideals. "Cutting Edge" of information

- 2 -

USEFUL	WHY
Dr. - (power) Computers - (legals for dismissal) Situational Leadership Methods of dealing with the media (if 60 Minutes calls) Self-esteem (Far West Lab.) Low achiever - information from different perspective, "How to look at colleagues" 60 Minutes - sell education - techniques - what to do or not to do; step by step - helped to understand strengths and weaknesses; how to relate better to staff - school site problems, i.e., paperwork - curriculum, step by step - translate/research practical ideas - direct instruction through research - practical ideas General - relative to general tasks Speakers and Humanitarian orientation Progressive assistance Writing session Analyzing power The session on identifying leadership styles The use of research by the instructional leader Leaving the grind for renewal/intellectual discussion Variety and range of offerings Specific skills/emphasis on practical High caliber speakers Wednesday and Thursday Traveling and spending time together as a team dialogue	Gave awareness - is a viable system Important relevant content Very practical A practical approach; useful in the job situation Practical - readiness for the unexpected but inevitable Good topic; presenter believed his, in his system, was practical Wealth of information Practical; new data Preparation saves time and supports position Gave specific tips which assist in structuring communication The understanding of the dynamics to be considered to influence others Allows for use of skills learned around leadership styles Very real to me The instrument used let us learn how we operate under stress Brings to consciousness the dynamics of working with individuals or groups Showed relationship between school climate and instructional change Instructional change should come first - then climate will follow Something to take home High caliber, wide variety, useful information Develop focus for next year, take care of business, too, find common concerns of district administration

- 3 -

USEFUL	WHY
Cost benefits Scheduling Large group/small group balance Facilitating group	A bargain Variety Tie in with people right away Chance to meet people and draw them together at the beginning Up to date, new developments
} Small group session Monday, concurrent sessions	Direct, specific Humor set tone Inspirational Motivator, use at lunch session too, Value of brainstorming Suggest elimination and give opportunity to attend additional concurrent session Helpful! Useful - Session A & C Good speaker - content not necessarily applicable to everyone Excellent
Tuesday session - concurrent Mastery learning Wednesday, Research Power - Large group public relations Large group speakers -	Valuable - more time needed-longer session Ask back! Strong session Got great ideas - clear on what they did know and informed group very well - good to have people from "outside" education spread out talent well
Beginning group session M role Progressive assistance	Good passing over all Helped us focus on content of speakers from more than a personal view Speakers knowledge specific - motivational may need to be a longer session - didn't cover all material
Writing	Style of speaker, enthusiasm/involvement. Kept people on task - topics practical - could do what he said tomorrow-handout useful-an integral part of presentation Looking at flexibility of leader and follow style. Used ideas next day - looking at different styles of self-adding situational aspect
Situational leadership	Gave an objective perspective of self - used to analyze relationships
Identify leadership style	Gave focus to a conference with a diversity of topics. "Quality, Equality, Efficiency" Provided variety of roles participants could select personally
Administrator role session	Formalized what takes place daily Speaker knew subject and exemplified "Good teaching"
Use of power Managing for effectiveness and commitment	Speaker knew subject and exemplified "Good teaching"
Gifted students	Practical application (2nd part)
Calspran	

..which experiences were not useful to you in improving your role as a school site instructional leader?

NOT USEFUL	WHY
Has something to say Integrating Curriculum for Gate children Less topics Mastery Learning not useful Reminder of <u>who</u> they are talking to Anticipation of speakers	They don't say it Not enough practical ideas Need for more time-on-topic Not enough information: What is it? Administrators do know some things Disappointed Use/give their best shot
NOT USEFUL	SUGGEST
Mastery Learning <u>Computers</u> Gifted Excellent presentation	Have tapes <u>available</u> Handouts More time Least helpful Too much read to us Keep to layman
NOT USEFUL	WHY
1. Lima beans at lunch 2. Some presenters were not used enough 3. Mastery Learning not defined clearly	

Task #2

-2-

NOT USEFUL	WHY
Situational Leadership	System too complicated and not flexible
Computer	No direct application, only reviewed literature
Multicultural	Too much material with no sense of direction
Mastery Learning	Never defined it! Defensiveness on part of speaker.
60 minutes - first part	Sold idea but didn't market it, overbearing
NOT USEFUL	WHY
Computer	More computer use in education
Concurrent scheduling	Unable to get to all sessions ... All sessions should be repeated once
Long week	...4 full days vs 5 short days
Closing luncheon topic	

NEGATIVES

Mastery learning - what it wasn't
 60 minutes - better use of time
 Generally - more audience participation
 - much information - mostly at end
 - information too simple, not related to ed.
 - not useful to school site person

PRESENTER

Material presented (relevant)
 Gear program to participants
 Some too academic

Task #2

-3-

NOT USEFUL	WHY
Large group speakers	Poor presentation, his information not relevant to needs Lost audience, presentation ??? Use in concurrent session Topic timely - use in concurrent session instead Could not hear speaker
Lack of adequate seating for lunch Monday	
Brainstorming session	Do we need this?
Too many concurrent sessions and not enough time	

NOT USEFUL	WHY
Overuse of "model" approach	Good information, but hard to follow and not related to education (he wasn't well informed on computers in education) stretches behavior to fit a form too-theoretical; had she ever been in a classroom?
Brainstorm session	Content not useful for some although process of getting acquainted was Common concerns weren't clustered - first on See Maslow!
Coffee not available each morning	Sharply divided responses: personal dynamics got in the way of her message for some Intimidating; people do need to be able to opt out Too long an introduction, weak on what Mastery Learning really is
Ticket media/drawing approach to soliciting volunteers	Too much jargon (divided opinions here - some felt he did clarify)
Legislative update	

LESS USEFUL	WHY
Low achievers Management for effect and commitment Legislative update Mastery Learning We suggest a luncheon setting where common topics are discussed in a forum format - Interest or problem areas could be surveyed on first day, work done later. Too difficult to make decisions for <u>two</u> of <u>three</u> offerings Each one session seems to have some aspects of usefulness - application later will tell the aspects that are less useful Group facilitation groups had a value - useful strategy for planners of conference <u>Speaker on Technology</u>	Poor delivery - "old stuff" No real focus - presenter's view did not provide tie-in for our use (disjointed!) Not meaningful - poorly organized - poorly delivered Too long - too dry - did not develop focus. We did not understand Mastery of Learning from what was presented Confusing! (synopses for all sessions to participants would help) Participants would rather go to some workshops missed
Friday	Topic great - speaker off base - didn't take the opportunity that he had to really comment on education

Appendix C

Sample Questionnaire Forms

UC Berkeley Institute for School Administrators
General Evaluation

Please rate the sessions in terms of their usefulness to you

Please check (✓) your response.

	Extremely Useful 5	Quite Useful 4	Moderately Useful 3	Slightly Useful 2	Not Useful 1
<u>Group Sessions</u> (Manage Your Meetings: The Management Team; Participatory Decision-Making; Temperament and Leadership; Job Alike Problem Solving; Approaches to Curriculum Development; The New Para Legals: Educators as Adversaries)					
<u>Panel Sessions</u> (Building Trust in the School/Community; Meeting Individual Needs of Students; Helping Teachers: What Works)					
<u>Large Group Address</u> (Life in the Fast Lane)					

2. Do you feel you achieved your own goals for the Institute?

☐ completely ☐ somewhat ☐ no

3. Here are our goals for the Institute. Please rate each in terms of how successful the Institute was in achieving these goals for you:

Please check (✓) your response.

	Not At All Successful 1	Slightly Successful 2	Moderately Successful 3	Very Successful 4	Extremely Successful 5
A) Participants will acquire skills that will assist in leadership roles.					
B) Participants will have an opportunity to discuss their individual concerns with peers					

	Not At All Successful 1	Slightly Successful 2	Moderately Successful 3	Very Successful 4	Extremely Successful 5
C) Participants will develop a sense of community among administrators who attend the Institute.					
D) Participants will feel good about their participation.					

4. The topics most interesting to me were _____
5. The topics least interesting to me were _____
6. The sessions that I think will be most useful and practical for me on the job were: _____
7. I would like to have seen a session or sessions on _____
8. Please list some ideas from the Institute that you intend to implement soon on the job: _____
9. In what ways do you think the University School of Education could be of further assistance to you? _____
10. How would you improve the Institute? _____
11. Generally how do you rate the Institute overall?
- ☐ excellent ☐ good ☐ fair ☐ poor
12. Comments: _____

13. I am a:

☐ school principal

☐ district office administrator

☐ other (please write in) _____

THANK YOU VERY MUCH FOR YOUR ASSISTANCE WITH OUR EVALUATION!!

UC Berkeley Institute for School Administrators

June 15 - 19, 1981

GENERAL EVALUATION

In retrospect, please rate each session in terms of its effectiveness by placing a check in the appropriate box.

I.	not effective	slightly effective	moderately effective	quite effective	extremely effective
SESSIONS					
1. What We Must Do To Save Our Public Schools (Honig)					
2. Communicating Through Your Professional Wardrobe (Sabol)					
3. New Legislation and Its Implications for Special Education (Elliot)					
4. Proposition 13, Children's Services in California (Benson)					
5. Federal Deregulation: How Much? How Soon? How Good? (Reller-Renssweig)					
6. Schools and the Media: Back to the 18th Century (Bagdikian)					
7. Parent and Citizen School Involvement: Are There Limits? Who Decides? (Ferguson)					
8. Cross Cultural Understanding: Working With The Vietnamese (Burmark-Parasuramen)					
9. Computers As A Motivational Learning Tool (Slesnick)					
10. Going To the Work Force: More Math EQUALS More Options (Thompson)					
11. Techniques for Motivating Under- represented Groups To Pursue Courses in Science, Math and Engineering (Finnell)					
12. What's Your Problem? A Process for Clarifying and Resolving Classroom Management Problems (Duke)					

	not effective	slightly effective	moderately effective	quite effective	extremely effective
13. Building a Great Staff Development System (Joyce)					
14. The Role of the Principal in the Change Process (Thornton)					
15. Coping With the Unproductive Employee: Avoiding the "I Can Do It Myself Syndrome" (Williamson)					
16. Exemplary Programs for Implementation in Your Schools (Mickartz)					
17. So How Do I Do All of This Without Getting Ulcers, A Heart Attack, or Hemorrhoids? (Bronzan)					
18. Administrator or Leader: Your Choice (Martinez)					

II. The topics most interesting to me were: (Check the numbers which correspond to topics in question I)

_____ 1	_____ 7	_____ 13
_____ 2	_____ 8	_____ 14
_____ 3	_____ 9	_____ 15
_____ 4	_____ 10	_____ 16
_____ 5	_____ 11	_____ 17
_____ 6	_____ 12	_____ 18

III. The topics least interesting to me were: (Check appropriate numbers which correspond to topics in Question I.)

_____ 1	_____ 7	_____ 13
_____ 2	_____ 8	_____ 14
_____ 3	_____ 9	_____ 15
_____ 4	_____ 10	_____ 16
_____ 5	_____ 11	_____ 17
_____ 6	_____ 12	_____ 18

- IV. The sessions I think will be most useful and practical for me on the job were:
(Check appropriate numbers which correspond to topics in question I)

☐ 1	☐ 7	☐ 13
☐ 2	☐ 8	☐ 14
☐ 3	☐ 9	☐ 15
☐ 4	☐ 10	☐ 16
☐ 5	☐ 11	☐ 17
☐ 6	☐ 12	☐ 18

- V. I would like to have seen an additional session on (please write in):

- VI. Do you feel you have achieved your own goals for the Institute? (check one)

☐ Completely ☐ Somewhat ☐ No

- VII. Listed below are the goals of the Institute. Would you please rate how successful the Institute was in meeting them. (Please check the appropriate box)

	Not At All Successful 1	Slightly Successful 2	Moderately Successful 3	Very Successful 4	Extremely Successful 5
A) Participants will acquire skills that will assist in leadership roles.					
B) Participants will have an opportunity to discuss their individual concerns with peers					
C) Participants will develop a sense of community among administrators who attend the Institute.					
D) Participants will feel good about their participation.					

WIII. How would you rate the format of the Institute?

_____ Format was fine, no change recommended.

_____ Format should be changed as follows: _____

IX. What is your overall rating of the Institute?

_____ poor _____ fair _____ average _____ good _____ excellent

X. My current position is: _____

If there are any comments you wish to add, please do so in the space below.

UCB FOURTH ANNUAL INSTITUTE FOR SCHOOL ADMINISTRATORS

Instructional Leadership: The Time is Now

LEADERSHIP NETWORK

I am a (circle one)

1. Site Administrator
2. District Administrator
3. Principal

Name _____

Mailing Address _____

I would be interested in attending follow-up sessions during the year. Yes _____ No _____

If yes, how often? Once _____ Twice _____ Several times _____

A convenient location would be:

At the UCB Faculty Club Yes _____ No _____

At a place in my local area Yes _____ No _____

Saturdays? Yes _____ No _____ Evenings: Yes _____ No _____

Weekdays? Yes _____ No _____ A.M. _____ P.M. _____

I would be most interested in following up these topics:

1. _____

2. _____

3. _____

Appendix D

Certificate of Completion

University of California at Berkeley
School of Education

This is to certify that

has successfully completed the requirements of the
Fifth Annual Institute for School Administrators
June 1983

Bernard R. Gifford
Dean, School of Education

Rodney J. Reed
Director, Institute for School Administrators